## VILLAS ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, Shane Musich , 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:** Villas Elementary goal to parents is to ensure that every student achieves his/her highest academic potential. |

**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:** Villas Elementary understands the importance of parent involvement and because of this,the School Advisory Committee composed of parents, teachers, administrators, and members of the community, will meet to discuss the development and implementation of all Title I programs, including the School Involvement Plan, Parent Involvement Plan, as well as how Title I funds will be spent for the upcoming school year. The SAC will have the opportunity to review, offer input, and approve the SIP and the PIP at the first scheduled meeting for the school year. Documentation for all parent meetings will include:flyers, agendas, handouts, minutes, sign-in sheets, and parent meeting surveys.All documentation will be maintained in the Title I Toolkit. |

**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 | Head Start | Head Start Pre-Kindergarten teachers will conduct four conferences with their parents during the school year. All Head Start parents receive all school wide newsletters/flyers, and are invited to participate in all school activities. |
| 2 | IDEA | Supplemental instructional support provided by Title I to discuss with parents during the development of the IEP. |
| 3 | Title II | To provide professional development of parent involvement needs. |

**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 agenda, advertise through various means | Administration Reading Specialist Reading Resource Classroom Teachers | August | Agendas, newsletters, invitations, school website, marquee and ParentLink |
| 2 | Annual Title I Meeting Share the Title I PowerPoint Presentation and provide handouts that describe | Administration Reading Specialist Reading Resource Classroom Teachers | August | Parent Agendas, Sign-In, and Minutes |
| 3 | Maintain documentation | Administration, Reading Specialist, and Office Staff Members | September | Title I Toolkit |

**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:** Villas Elementary has a strong need for parent involvement and provides a flexible schedule for attendance to meet the needs of our parents. Villas Elementary will offer a number of parent workshops throughout the school year by advertising such meetings through the use of parent invitations, Parent Link and marquee messages, newsletters, and also through the use of the school website. Villas Elementary will provide English classes/workshops, both during the day and evening, for groups of parents throughout the school year to support the needs of our families. In addition, evening parent involvement activities will be offered to accommodate the needs of our parent's daily schedules with translation provided, as well as on-site child care. Planned parent involvement activities will include academic nights specific to each grade level, as well as a school-wide science, math, and writing topics that will focus on the Florida Standards. By providing meetings such as parent conferences with flexible scheduling, designated Student-Led Conferences, day, evening, and weekend parent events, our parents will have the opportunity to choose activities that best suits their needs.  Our Annual Title I meeting, used to inform parents about the services provided by Title I programs, including their right to be involved in the decision-making process, will be held at the onset of the school year. In addition to the variety of academic parent nights throughout the school year, Student-Led Conferences will present opportunities for our parents to gain supports, become aware of current progress, as well as information regarding their child's education for each semester of the school year. |

**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 | Annual Title I Meeting | Administration Reading Specialist Reading Resource SAC Members | Provide information to parents about the Title I program, about expectations and how they can support their children at home | September | Invitations, Agendas, Sign-In, and Meeting Minutes |
| 2 | English Classes | English Instructor/Coach | English language acquired by our Spanish speaking families to support the ongoing learning of their students | September-May | Parent Agenda, Sign-In, and Minutes |
| 3 | Curriculum Family Night | Administration, Reading Resource, Reading Specialist, and Classroom Teachers | Provide Information on how parents can support their children at home through research strategies and tips. | October | Parent Agenda, Sign-In, and Minutes |
| 4 | Accelerated Reader Blasts | Administration, Reading Specialist, and Classroom Teachers | Curriculum utilized and provided during each activity directly correlates to the adequate yearly progress goals identified within the School Improvement Plan | On-going throughout the school year | Parent Agenda, Sign-In, and Minutes |
| 5 | SAC Meetings | Administration | Increase the level of involvement of parents to become better active in the decisions made at the school | Monthly | Parent Agenda, Sign-In, and Minutes |
| 6 | Science Fair | Administration, Reading Resource, Reading Specialist, and Classroom Teachers | Curriculum utilized and provided during each activity directly correlates to the adequate yearly progress goals identified within the School Improvement Plan | May | Parent Agenda, Sign-In, and Minutes |
| 7 | Student-Led Conferences | Administration, Reading Resource, Reading Specialist, and Classroom Teachers | To review the curriculum utilized and provided during each the school year that directly correlates to the adequate yearly progress goals identified within the School Improvement Plan | October and February | Parent Agenda, Sign-In, and Minutes |

**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 | Just for Parents Tips and Suggestions Website | Technology Specialist | Improve the ability of staff to work effectively with parents | Daily | Usage of website |
| 2 | Parent Involvement research-based articles | Administration & Office Staff | Improve the ability of staff to work effectively with parents | Monthly | Expectation of reading provided newletters and articles |
| 3 | Volunteer Coordinator Staff Training | Volunteer Coordinator | Improve the ability of staff to work effectively with parents | September | Agenda/Sign In Sheets/Minutes |
| 4 | Student-Led Conferences | Reading Specialist | Provide parents with information regarding their child's current level & set goals | October and February | Agenda/Sign In Sheets/Minutes |
| 5 | Suggestions Website | Technology Specialist | Improve the ability of staff to work effectively with parents | Daily | Usage of website |
| 6 | Focus Gradebook and Lesson Planner Training | Technology Specialist Focus Train the Trainers | Improve the ability of our staff members to utilize a program that provides parents information on their child’s current academic level. | August | Agenda/Sign In Sheets/Minutes |

**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:** Villas Elementary will create a family-friendly school by incorporating parental involvement activities that establish meaningful connections between the school and home. Also, with the offerings of English Class Workshops for our Spanish speaking families, parents will have the opportunity to learn English, gain information concerning their child's school and overall academic progress, and learn new ways to support their child at home. Administration, staff members, Parent Involvement Specialist, and PTA members will be responsible for the supports to be provided to our families. These activities will be on-going throughout the school year, documented by sign-in/check-out sheets, and evaluated by pre-post evaluations completed by the parents and family members in attendance. |

**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 September at the first SAC meeting, Villas Elementary will provide information regarding a Title I overview, curriculum, and student achievement expectations during an Annual Title I Parent Meeting.    Parents will be invited to a variety of parent involvement activity nights throughout the school year that will focus on the school improvement goals in the areas of reading, math, writing, and science. Through these experiences, parents will be provided with the necessary information, tools, and supports that they will require to make a powerful impact in their child's education. Parents will also have the opportunity to participate in the scheduled Parent Involvement activities, attend English classes, and Student-Led Conferences that will meet the specific needs of our families.    Through provided parent meetings and Student-Led Conferences, parents will have the opportunity to discuss their child's current performance levels, strengths, weaknesses, and strategies to utilize, in order to make improvements in their child's education, as appropriate, by the teacher and the parent.     Through the use of the Parent Workshop Surveys, parents will have the opportunity to express their feelings, beliefs, and/or concerns from the events and activities provided. Suggestions and concerns that exist will be shared with the District's Title I Office in the event that parents have found the school-wide Parent Involvement Plan unsatisfactory. |

**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 order to provide unlimited opportunities for participation in parental involvement activities, all school communications will be sent home in English and Spanish to meet the needs of our families. Translators will be available during, before, and after school hours, as well as during planned parental involvement night activities to increase understanding. Through the utilization of Parent Link messaging, parents will have the opportunity to choose their preferred language, and messages will be delivered in both languages to ensure parent understanding. Written communication will also be provided in both languages to ensure the school's message is clearly communicated. All written communications and information for parents will be maintained as documentation in the Title I Toolkit. One way we address the fluctuation of student population throughout the school year is providing our "Getting to Know Villas" information packet to every student regardless of their first day of school at Villas Elementary. This packet includes school information, as well as Title I information, and the Right to Know letter. In addition to the above, English classes will be provided to our Spanish speaking families to increase language acquisition and further allow our families the ability to support their child's learning. We will make every effort to provide full opportunities for parents with disabilities and those with special needs also. |

**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

**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\betheg\Downloads\fileUploads\360401_2016-2017_uploadEvidenceParentInput.docx) |

**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\betheg\Downloads\fileUploads\360401_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\betheg\Downloads\fileUploads\360401_2016-2017_uploadCompactEvidence.docx) |

**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 | Title I Annual Meeting | 1 | 9 | To provide information to parents about the Title I program and the curriculum utilized during the school day that directly correlates to the adequate yearly progress goals identified with the School Improvement Plan. |
| 2 | Grade Level Curriculum Nights | 1 | 150 | The curriculum utilized during each activity directly correlates to the adequate yearly progress goals identified with the School Improvement Plan. |
| 3 | Curious Kids Workshops | 0 | 0 | The curriculum utilized during each activity directly correlates to the adequate yearly progress goals identified with the School Improvement Plan. |
| 4 | Science Night | 1 | 142 | The curriculum utilized during the activity directly correlates to the adequate yearly progress goals identified with the School Improvement Plan. |
| 5 | AR Blast | 2 | 140 | The curriculum utilized during each activity directly correlates to the adequate yearly progress goals identified with the School Improvement Plan. |
| 6 | English Classes | 14 | 120 | To provide Spanish speaking parents the opportunity to acquire the English language in order to support their children at home academically. |
| 7 | SAC Meetings | 6 | 9 | To provide a joint partnership for decision-making between the school, parents, and community members that will focus of the identified goals to increase student achievement identified as indicated in the School Improvement Plan. |
| 8 | Student-Led Conferences | 2 | 840 | Provide Information on how parents can support their children at home through research strategies and tips. |

**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 | Student-Led Conferences | 2 | 840 | To provide opportunities for staff members to deliver targeted instructional strategies and current progress to parents to increase student performance |
| 2 | Volunteer Coordinator Staff Training | 1 | 50 | To improve the ability of staff members to work effectively with parents, community members, and business partners to increase parent involvement. |
| 3 | Parent Involvement Research-Based Articles | 2 | 50 | To improve the ability of staff members to work effectively with parents to increase parent involvement. |

**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 | Villas Elementary continues to address the Limited English proficient families and their participation in parental involvement activities. With such a diverse population, many of our families require translation services in order to fully understand the information that is presented. | Continued use of translators and talk systems for limited English parents at each planned parent event will be utilized to ensure successful parental involvement and increased understanding of the information that is being communicated. The offering of weekly school-based English classes will be provided to our Spanish speaking families to increase understanding and communication skills. |
| 2 | Parent attendance to planned parent involvement activites | Flexible scheduling for events will be offered to increase parent attendance for planned parent involvement activities. Daytime, evening, and weekend scheduling will be provided to accommodate the needs of our families. Provided on-site daycare will also be offered if needed to increase participation. |

**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:**