

SPRINGHEAD ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, Ann Rushing , 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)].

Signature of Principal or Designee

Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: We value our partnership with our parents and elicit their input to create a better learning environment and increase student achievement. Mission: Preparing Students for Life Vision: Leading to Succeed Our partnerships with our parents and community are established through a weekly Pioneer Press where information about school events is disseminated. Our parents also have access to PeachJar this year. We ask for input through surveys (Hillsborough County Public Schools Title I PIP and the School Climate Survey). We offer family events that promote academic and character education. We partner with Plant City High school to provide our parents with volunteers to help translate on Conference Nights and they also send a representative to explain ESOL and GED requirements to parents who are in need of this information.

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)].

Response: An open invitation to join SAC was issued to all parents via our school newsletter and a flyer that went home with all students on September 13. The SAC is comprised of family members/parents, community members, staff members, & business partners. Voting members are aligned with our school demographics. The School Advisory Council will review the school improvement plan and offer input/suggestions regarding parent involvement activities that will be scheduled throughout the year. Council members will sponsor and actively participate in our family nights (reading, science & math), as well as our Harvest Festival. Parent surveys will be distributed in September and these results will also be used to help guide parent meetings/workshops provided throughout the year. All SAC meetings are guided by an agenda, and minutes are recorded & placed in the TASK box for documentation.

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)].

count	Program	Coordination
1	English Language Learners (ELL)	Parents of ELL students are invited to a meeting at the beginning of the year to discuss language status (LYA, LYB, LYC) and strategies that will best meet the needs of each child.
2	Head Start	District Head Start personnel, along with the school's Head Start instructors, conduct monthly parent meetings and trainings in both English & Spanish. Head Start parents and family members are also invited to participate in science, reading and math family nights, PTA meetings, & other family events throughout the school year.
3	Migrant Education	The migrant staff will coordinate two annual meetings to inform parents regarding the program and services offered. Parents will receive training on "Insync" and Edsby and will be given directions on how to access/use these with their children. They will also receive information regarding social services provided by partnering agencies in the community. Parents will be encouraged to contact the migrant advocate with any questions or

concerns regarding their child's education.

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)].

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Develop agenda & handouts that address Title I requirements	Principal, Asst.Principal	September 2016	Copies of agendas, handouts and sign-in sheets
2	Develop and distribute information to parents through the school marquee, Peachjar, school newslette	Principal, Asst. Principal, office staff and teachers	September 2016	Weekly newsletter with date of dissemination
3	Develop & distribute parent sign-in sheets to all staff members.	Principal, Assistant Principal	September 2016	Sign in sheets for meeting and individual classrooms
4	Distribute Title I Brochure	Classroom teachers	November 2016	Copies of parent surveys that are returned to school
5	Maintain Documentation	Assistant Principal, Title I Liaison	September 2016	Title I documentation in TASK box and the TASK Box Depository Site, housed in front office for monitoring purposes

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)].

Response: Meetings are scheduled at various times to accommodate the needs of our families. However, because the majority of our families work full-time, meetings are most often held during the late afternoon and evening hours.

August - Meet the Teacher (4:00-6:30)

September - Open House Night- Title I, SIP Goal, Parent Involvement, Curriculum/expectations, presentations in English & Spanish. Distribute Parent Compacts. 6:00-7:30 p.m.

October 27 and April - Reading Book Fair Night

November, February and April - Conference Nights (4:00-7:30 p.m.) - Assessments, academic progress & curriculum review. Bilingual translators present for conferences.

November - Fall Festival (5:00-8:00 p.m.)

January - Parenting with Love and Logic (3 sessions) (5:00-7:00 p.m.)

February - SMATH Night (5:00-7:00 p.m.)

May - PEACE Conference (9:00 a.m.-1:30 p.m.)

November - Strawberry Reads/ Drug Free Walk at Bailey (Saturday 9:00-12:00)

Meetings are scheduled at various times to accommodate the needs of our families. However, because the majority of our families work full - time, meetings are scheduled during the late afternoon and evening hours.

August - Meet the teacher (4:00-6:30)

September - Family Night (4:00-8:00) Title I, SIP Goal Parent Involvement, Curriculum, Expectations, presentation in English/Spanish. Train parents on Edsby.

October - Spooktacular Family STEAM Night(5:00-7:00)

November, February, April - Conference Nights (4:00-7:30 pm) Assessments, academic progress and curriculum reviews. Bilingual translators present for conferences.

November - Fall Festival - (5:00-8:00 p.m.)

January - Parenting with Love and Logic (3 sessions) (5:00-7:00 pm)

February - Reading Night - (5:00-7:00 pm)

March - PEACE conference (9:00 a.m.-1:30 p.m.)

Spring 2015: Parent Leadership Council Meeting for ELL/Migrant parents to include: Parent training, guest speakers, student programs - presentations will be in Spanish. (5:00-7:00 p.m.)

Ongoing - Head start meetings/trainings for parents - Held in the mornings - translators present for meetings. (8:30-9:30 a.m.)

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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)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Meet the Teacher Night - Curriculum & Assessments	Faculty & Staff	Improved Student Achievement	August 2016	Sign-In Sheets

2	Title I & ESSA Requirements	Faculty & Staff	Increased parental involvement	August 2016	Sign-In Sheets
3	Family Nights- Reading, Science Technolgy Art & Math	Content area resource teachers, TASK Force Members, Principal, Assistant Principal	Offer FSA tips, hints and strategies to parents so they can provide support at home	October	Sign-in sheets, family feedback forms
4	Title I requirements: ELL/Migrant PLC Meeting	ELL department, ELL resource teacher, migrant advocate	Increased ELL parent involvement & improved student achievement	September 2016 & Spring 2016	Sign-in Sheets
5	Report Card Pick-up Conference Nights-Reinforce parent-teacher-student assessment partnership that will result in an increase in student achievement	Classroom Teachers	Provide information to parents on their child's current level and develop a plan to reach their goals in order to make academic gains	October 2016, January 2017, March 2017	Classroom sign-in sheets
6	All Pro Dads	Principal, Assistant Principal, Staff members	Provide strategies/activities and ideas that will improve parent-child communication	Ongoing—Monthly Meetings	Sign-in sheets, feedback forms
7	Harvest Festival	PTA, Faculty & Staff	Increased parental involvement and increased partnership with community agencies	November 2016	Parent/Community Feedback
8	Parenting with Love and Logic (3 or 4 sessions), Exposure to the community with the practices of The Leader in Me	The Character Task Force	Increase/improve parent/student interactions	January 2017	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)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Community Partnerships & Volunteer Training	Principal & Assistant Principal	Increased parental involvement & improved student achievement	October Faculty Meeting	School Climate & Perception Survey results

2	PLC's will be conducted to improve the ability of staff to work effectively with parents	Grade level teams, resource teachers and administrators	Improve the ability of staff to work effectively with parents to increase academic achievement	September 2016-May 2017	PLC Agendas
3	Above Board Academics	Media Specialist	The Media Specialist will introduce and teach computer programs such as MyOn, RP, FASST Math, I-Station, 360, Think Central, I-ready or any other parent request so the parents can work with their children.	November 2016 - May 2017	Sign-in sheets from training
4	Strengthening the CORE curriculum	PSLT	Fewer children in need of intensive interventions	October 2016, January 2017, March 2017	ESE services, school grade, test scores
5	Character Education Training	PSLT	Fewer referrals, increased academics, and strengthened relationships among all stakeholders	August 2016	Sign- In sheet
6	Schoolwide Discipline Plan	PSLT	Fewer referrals, positive relationships, increased academics	August 2016	Sign- In sheet
7	Appreciative Inquiry	Principal/PSLT/Staff	Increased academic gains/Improve School Climate/Prepare students for life	August 2016 - June 2017	Academic gains, TELL Survey, Attendance
8	Trends of children who are in poverty	Administration	Teachers will understand the effects poverty can have on children and why they may perform poorly in the classroom	August 2016	Sign-In Sheets
9	Training on Autism and Student Disabilities from USF	Administration	Teach teachers and parents how to deal with behaviors exhibited by autistic children	September 2016	Sign-In sheet

Review Rubric:

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- 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)].

Response: Parents are continually offered the opportunity to participate in activities and/or committees through our school newsletter, Parentlink notification system, SAC team, and classroom newsletters. Home visits are presented in

both English & Spanish, as needed. Parents are encouraged to attend parent meetings that focus on parenting skills and parental involvement, as well as volunteer at school. Our school principal, Ann Rushing, personally reads and approves our school newsletter. She oversees all family engagement nights. Sign-in sheets are used to measure parental involvement and district wide assessments are used to measure student progress.

The ELL Program assists students in English language acquisition through Rosetta Stone, a computer based language program.

The Migrant Education Room serves as a parent resource for migrant families. Information available includes: ELP Tutoring, Community Resource Guide, RCMA, News about the Mexican Consulate, Hillsborough County School Readiness Program, United Food Bank and the Restoring Hope bi-weekly food bags. We also partner with many community agencies during the holidays to supply food and gifts to needy families.

For non migrant families, we offer the Parent Information Notebook, which contains information on several community resources, and other school information pertinent to parents.

Counseling and referral services are also available for our families in need. We model and promote strong character for all stakeholders.

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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)].

Response: Parent Mailout - Sent to parents before the start of the 2016-2017 school year providing general information regarding school dates, policies, & procedures. This letter also invited all parents to attend our "Meet the Teacher" night, which was held the evening before school started.

Open House Night - Parents visited classrooms where teachers shared information regarding school & classroom

policies, Common Core Standards/SSS, & curriculum requirements. Ann Rushing, principal, also presented information regarding the explanation of the Title I Program, Title I Budget, Parent Involvement Plan, school-parent compact and importance of input from parents through school-wide surveys.

Open House- September 22nd teachers will present 2 Powerpoints detailing Title I information and classroom expectations. In each classroom, parents were asked to sign the Title I parent-teacher-student contract for the 2016-2017 school year.

Family Reading, Science and Math Nights -- Parents are invited to attend via newsletters, flyers, Parentlink and the school marquee.

Conference Report Card Pick-up Nights -Three times per year, parents are invited to attend a parent-teacher conference. Parents are invited via conference request letters, school newsletters, classroom newsletters, & Parentlink notification system.

Weekly Springhead Pioneer Newsletters- Sent home every Friday that inform parents in both English and Spanish of current/upcoming events in our school and community.

Daily Agendas-Communication between school and home that address behavior expectations, daily class assignments and teacher written notes. Parents are expected to review and sign on a daily basis. When a parent communicates a question or concern in a foreign language, every effort is made to ensure a timely response.

Parents are continually offered the opportunity to participate in activities and/or committees through our newsletter, Parentlink notification system, classroom newsletters, & school flyers in both English & Spanish.

The school adheres to the district curriculum calendar and the district assessment calendar. Grade level benchmarks and Florida State Standards/Common Core Standards are used to assess student proficiency levels and student progress.

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)].

Response: Our school will provide full opportunities for participation using multiple facets of communication. All flyers & automated telephone messages are sent in both English & Spanish. ELL translators as well as Migrant personnel are available during conferences & curriculum family nights. District forms and publications are provided in English & Spanish. Individual RTI/IEP meetings are scheduled for parents to address student needs. Additional parent assistance is provided as needed. PeachJar is also available this year to disseminate important school information. Our school is also handicap accessible for our parents to visit.

Parents are provided the opportunity to provide feedback through conferences, agendas and during home visits.

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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:

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	Curriculum nights for families. Dinner & childcare provided. Items purchased to give to families to help students at home.	Reading, Science & Math Content area teachers, Curriculum TASK Force, Principal, Asst. Principal	Increased parental involvement & increased student achievement.	September 2016 , February 2017
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)];	Meetings are scheduled at various times to accommodate the needs of our families. However, because the majority of our families work full-time, meetings are most often held during the late afternoon and evening hours.	Faculty and Staff	Increased parental involvement & improved student achievement	Ongoing

3	Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and	All Pro Dads	Principal, Assistant Principal, Staff members	Increased parental involvement	Ongoing monthly meetings
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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.

[Uploaded Document](#)

Review Rubric:

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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.

[Uploaded Document](#)

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.

[Uploaded Document](#)

Review Rubric:

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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.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Meet-N-Greet	1	835	Parents meet the teacher and share expectations.
2	Title I Annual Meeting	1	850	Describe how students will be assessed, how parents will be kept informed and opportunities for parent involvement. SIP and PIP budget presented and Compact outlined.
3	Reading Night	1	300	Offer reading strategy tips to parents so they can provide reading support at home
4	Math Night at Publix	1	237	Students in grades 1-5 solve real world problems together in the local grocery store.
5	Family Book Fair Night	1	300	Offer sessions for parents that include math, reading, and character education for helping children succeed in school.

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)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Mentoring: Our Ticket to Success	3	120	Through mentoring students who have been retained 1 or more times, relationships will be established and character concepts developed to ensure a positive self-concept.

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)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Most Hispanic respondents do not have access to the internet. 93% said they do not have access to child care	Continue to: provide report card pick-up conferences, share green communication folders once per 9 week period, parent link messages and phone conferences. Three after school conference days will be scheduled to accommodate parent work schedules. Free food and academic resources will continue to be provided to families due to economic disadvantages. Bilingual materials and translators will be present due to ELL language barriers with parents.It is necessary to continue to have newsletters, phone links, and conferences due to our population not having email access.

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)

count	Content/Purpose	Description of the Activity
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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:
