## SOUTH SEMINOLE MIDDLE SCHOOL Title I, Part A Parental Involvement Plan

I, , 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:** |

**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:** · South Seminole Middle School has created a Parent Advisory Team (PAT) composed of parents of the students at SSMS. The committee provides input into the development, implementation,and evaluation of all school related plans including but not limited to,the Parent Involvement Policy,the Title 1 application and use of funds. The team was formed by asking parent volunteers to participate.   · Parents are invited and encouraged to become active members of the SAC, School Advisory Council. There is training open to all participants in the school improvement process and parents are invited to provide input in the development of all plans related to school improvement. Minutes are recorded.   · Parents, staff and student surveys will be distributed and the results analyzed to evaluate school needs. Data collected through the year will be shared with the SAC and PAT.   · Parents can provide input on the use of Title 1 money through Quarterly District Parent Advisory Team, Monthly School Improvement Committees and School Advisory Council meetings. |

**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:** Adequate   
  
**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 | Title I Part A | Under Title 1 Part A our school works with the outside agencies that provide specific services to targeted children and families. These organizations team with our school to provide specific services to students, parents, and staff, including special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools and the materials they need to learn. |
| 2 | Title II | The district provides ongoing Professional Development in the core subject areas to ensure quality instruction and student success. |
| 3 | Title III | The district ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the ELL students to identify specific needs and target intervention/enrichments to ensure the appropriate pathways toward graduation. |
| 4 | IDEA | Supplemental and instructional support provided by Title 1 will be discussed with the parents during the development of the students IEP. |

**Review Rubric:**  
Strong responses include:

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

**Review Status:** Adequate   
  
**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 | Identify Date of Annual Meeting | Principal and Coordinator of Parent Advisory Team | September 2016 | Identified on School Calendar, Remind101 Website, Social Media and email invitations. |
| 2 | Prepare Agenda for Meeting | Coordinator | September 2016 | Completion of Agenda |
| 3 | Gather Information on Title 1 | Coordinator | September 2016 | Information distributed to Leadership Team, SAC, PTA and PAT. |
| 4 | Gather Information to be handed out to parents/guardians | Coordinator | September 2016 | Information flyer posted on web, social media and available hard copy in front office. |
| 5 | Provide refreshments for parents and families attending General Meeting | Coordinator | September 2016 | Purchase order for refreshments for October 23, 2015 |
| 6 | Implementation of Annual Meeting | Coordinator | September 2016 | Invitation flyer, emails, Attendance Sign in Sheet |
| 7 | Tittle 1 Power Point Presentation | Coordinator | September 2016 | Parental sign in sheet/Exit survey |

**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:** At South Seminole Middle School we offer flexible meetings to ensure parental involvement in the morning, during the school day, and in the evenings. Transportation and child care will be available for any parents needed in order to attend meeting or to participate in our school. Title I funds may be used to provide food and child care.    MTSS Meetings are scheduled Friday all day, Parent Teacher Conferences are scheduled three times a week in the morning, Administrators and Counselors are available for parent meetings through the school day, one administrator is scheduled to be on campus until 6pm each week day, |

**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 | Skyward Family Access | District, Skyward | Parents will have access to students’ grades, attendance and discipline in a timely manner. | August 2016- June 2017 | Link to Skyward Access, Hard copies in Front Office |
| 2 | Individual Parent/Teacher Conferences | Classroom teachers, Guidance Department | Teachers will conduct individual conferences to discuss each child’s assessment results, expectations and goals for the school year. | Aug 2015- June 2016 | Guidance Conference Report Hard Copy |
| 3 | Title 1 Annual Meeting | Coordinator | Provide information about resources available to them to help their student. | September 2016 | Attendance, handouts, agenda, parental involvement |
| 4 | Bring a Parent to School Day | Coordinator/ Coaches/ Teachers | Provide information to parents that will help them to help their students with school work. | February 2017 | Attendance, Parental involvement |
| 5 | Conferences, Curriculum, Community Cafe | Professional Development Rep, Guidance Counselors, Academic Improvement Team | Target group- Families in Transition- Families will attend student led conferences where students will identify levels of achievement, analyze data and make goals. | September, December, March, May 2016 | Attendance, handouts, agenda, presentation materials |
| 6 | Curriculum Night | Coordinator, Curriculum Representatives | Parents are exposed to curriculum, expectations, elective courses | February 12, 2016 | Attendance, handouts, agenda, parental involvement |
| 7 | Magnet Night | Coordinator/Leadership Team/Teachers | Parents and students will attend evening program of the arts/ tour the school facilities and be invited to attend our school. | November 2016 | Attendance, Agenda, handouts, presentation materials. |
| 8 | Fall Festival | Coordinator/Student Government Team | Building student,parent and community relationships to foster student achievement. | October 2016 | Attendance, Invitation hadouts through the community |
| 9 | Teach In | Coordinator | Students will have guest speakers and role models from the community through the day sharing their career experiences with our students and providing them resources to encourage positive decision making and showing them examples of positive leadership. | November 15, 2016 | Attendance, Agenda, handouts, presentation materials. |
| 10 | Student Led Conference | Professional Development Rep, Guidance Counselors, Academic Improvement Team | Families will attend student led conference where students will identify levels of achievement, analyze data and make goals. | December 13 and March 9, 2016 | Attendance, handouts, agenda, presentation materials |
| 11 | ESE Night | Assitant Principal/ESE Team | Families will learn how the school supports our ese students and will provide them with tools to continue working with them over the summer. | May 2016 | Attendance, handouts, agenda, presentation materials |

**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 | Monday Morning Leadership | Administration Team/Coordinator | Create and maintain a positive Culture within our school staff results in a positive culture for our students, parents and school community. | August 2016- March 2016 | Agenda, Sign in sheet |
| 2 | Teach Down the Gap Trainings | Coordinator/Administration Team | Teachers will use data to create plans to close the achievement gap among our lower quartile students which will be shared with all stakeholders of SSMS. | August 2015-May 2016 | Agenda, Sign in sheet |
| 3 | Dirreriated Attendance, handouts, agenda, presentation materials | Professional Development Representative, | Goal is to personalize instruction for individual student need to provide both enrichment and close gaps in learning. | August 2016- March 2016 | Agenda, Sign in sheet |
| 4 | Station Rotation | Professional Development Representative, | Instruction is differentiated either in student’s readiness, student interest or learning profile. | August 2016- March 2016 | Agenda, Sign in sheet |
| 5 | PLC | Professional Development Representative, | Standards aligned to student activities to increase rigor in the classroom. | August 2016- March 2016 | Agenda, Sign in sheet |
| 6 | New Teacher Mentoring Program | Professional Development Representative, | Provides additional support for teacher’s individual teams in order to assist them with classroom management building relationships with student, rigorous instruction and student engagement. Growth in teacher expertise to deliver practice | August 2016- March 2016 | Agenda, Sign in sheet |
| 7 | 7 Habits for Highly Effective People | Professional Development Representative, | kjlfjasdfl ajr;lianwuto; | August 2016- March 2016 | August 2016- March 2016 |

**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:** 1-Implementation and coordination of Parental Involvement Plan   2-Provide information via newsletters,website and School Social Media, Remind101 and LEAD21 blog of parent involvement and how it affects student achievement   3-Parent Resource Center will provide information on ESSA, Highly Qualified Teachers,skyward access, Ecampus, Social Media information, 21st Century Applications, FSA information, and school activities.   4-Parent Liaison   5.FIN/FIT Resource Guide Brochures  6.Social Worker information  7. Children Home Society   8. Outside Counselors - Guidance Department  9. Mustard Seed - Guidance Department  10. Food Pantry - Guidance Department  11. Women's Leadership through UCF- Guidance Department   12. New Horizon   \*\*These resources are ongoing throughout the year. |

**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:** \*A brochure outlining the PIP will be available in English and Spanish to be distributed to the parents and a hard copy available upon request.    \* An annual Title 1 meeting will be presented with an invitation to all families. Refreshments and child care will be provided. The presentation will include description of curriculum, assessment and proficiency levels and school report card available.     \* All parents are able to request a parent meeting to be scheduled in a timely manner, concerning the education of their child with teachers and guidance counselor present.    \* Translators will be available at all parent meetings and in school office for parents to participate in parent meetings.    \* An ESE specialist with knowledge of IDEA and NCLB Acts will be available at all parent conferences of students with a disability to ensure protocol.     \* Family Resources will be displayed on website, facebook and through Remind 101 to alert parents to relevant topics of interest. |

**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:** \*A brochure outlining the PIP will be available in English and Spanish to be distributed to the parents and a hard copy available upon request.    \* Written communication will be provided for parents in English and Spanish for Parent Involvement Activities.    \* Written communication related to school and parent programs, meetings, and school reports will be available through hard copies, emails, and on the school website.     \* Written communication will also be available in hard copies in the Parent Resource Center in the front office.    \* Translators will be available at all parent meetings and in school office for parents to participate in parent meetings. |

**Review Rubric:**  
Strong responses include:

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

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

**Discretionary Activities**

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

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| **count** | **Activity** | **Description of Implementation Strategy** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** |
| 1 | Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)]; and | Variopus Trainings to support parents and student in achieving their goals. | Coordinator, Coaches, teachers | Involve parents in their child’s educational goals | August 2016-May 2016 |
| 2 | Training parents to enhance the involvement of other parents [Section 1118(e)(9)]; | School Advisory Council Training | SCPS District | Improve the ability of parents to participate in the decision making activities. | Aug 2016- May 2017 |
| 3 | 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)]; | Parent/Teacher Conferences at flexible times, including phone conferences | Guidance Dept | Involve parents in their child’s educational goals | Aug 2016- May 2017 |
| 4 | Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and | Attending PIT and inviting parents to attend PAT meetings | Coordinator | Parent involvement to raise student achievement | Aug 2016-May 2017 |

**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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| [Uploaded Document](file:///C:\Users\gracel1\Downloads\fileUploads\590201_2016-2017_uploadCompact.pdf) |

**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** |
| 1 | Techniques for Exceptional Education Nonlinguistic Representations | 1 | 85 | Improved teacher/staff capacity to support and build parent capacity has a direct correlation to student achievement. |
| 2 | Techniques for Exceptional Education Data Review for year | 1 | 85 | Improved teacher/staff capacity to support and build parent capacity has a direct correlation to student achievement. |
| 3 | 7 Habits of Highly Effective People | 1 | 85 | Improved teacher/staff capacity to support and build parent capacity has a direct correlation to student achievement. |
| 4 | Child Abuse Training | 1 | 85 | Improved teacher/staff capacity to support and build parent capacity has a direct correlation to student achievement. |
| 5 | CRT Cultural Relevant Training | 1 | 85 | 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)]. |
| 6 | Mindset | 1 | 85 | 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)]. |
| 7 | New Teacher Mentoring Program | 1 | 85 | 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)]. |

**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:**