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

I, Karen English , 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:** Our primary mission at Dunnellon Elementary school is to research effective ways of enhancing each child's learning opportunities. We strive to work collectively with parents and families to nurture a love for learning and to help our students become lifelong learners. We believe that each child should be given opportunities to achieve and be successful and understand active participation by parents and family will help promote this success. We will work together to establish effective family-school partnerships. A school and home connection that allows us to work together to help ensure our students will achieve and succeed is what we are striving for and want to achieve. We are committed to ongoing, two-way, meaningful communication to help facilitate mutual understanding and to stimulate student success.  Dunnellon Elementary is committed to the success of all students. Dunnellon Elementary School will involve parents in an organized, on-going and timely manner in the planning, review and improvement of Title I programs. We will work together with parents to monitor the effectiveness of our Parental Involvement and Title I Programs and to provide excellence in education. This policy will be promoted by the administrators, principals, and other school staff as we seek active participation by our parents. |

**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:** Through our School Advisory Council (SAC) consisting of parents, community members, and elected school staff, our parents will be included in decisions regarding our Title I and Parent Involvement Plans. The SAC will help us decide how funds for parent involvement will be used. This will be accomplished by involving parents through the School Advisory Committee (SAC) in the review, planning, and improvement of the school's Parent Involvement Plan (PIP). Members of SAC will represent all stake holders: the teachers, para-professionals, parents and members of the community. All parents are encouraged to become members of the SAC. Information about the SAC is sent out to families by School Newsletters, Skylert phone messages, and other appropriate means.   Members of the SAC will be determined by the balanced representation of the ethnic, racial, and economic community served at Dunnellon Elementary School. More than 50% of the SAC are parent (non-employee) representatives. SAC will meet quarterly and minutes will be recorded and a printed copy provided at the next meeting for review. At the first meeting SAC members will review and adjust the 2016-2017 SIP, PIP, SAC by-laws, and school compact and we will continue to make adjustments as necessary throughout the school year. In addition, SAC members will have input on how Title I and PIP funds shall be used. Each member of SAC will be provided with a copy of the School improvement plan and it will be reviewed by all members section by section with assistant principal or principal explaining each section. Adjustments will be made based on a majority vote.  The parent involvement Plan will be reviewed in the same manner. All parents will be invited to our Annual Title One Meeting and other Title 1 activities using our Skylert message center, flyers, the local paper and newsletters. Dunnellon will have a series of Parent Involvement Committee meetings involving parents, teachers, staff members and SAC members. The success of the PIP will be measured by the SAC membership roster, attendance at various Parent Involvement events and information gleaned from parent surveys.  The Local Education Agency (LEA) has a District Parent Involvement Review Committee. School Advisory Council (SAC) chairpersons from each of the Title I schools and other involved parents along with School Parent Liaisons, Community Leaders, Title I Parent Involvement staff, and Title I Instructional Support Personnel make up this committee. The DPIRC brings recommendations to our school to help in planning for meaningful family engagement and parent involvement opportunities. |

**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 | Voluntary Pre-Kindergarten Program/Public Preschool | Title I coordinates with the Early Learning Coalition, and schools in order to provide parents and caregivers helpful information and steps for enrolling their children in Florida’s Voluntary Pre-Kindergarten programs. VPK and (ESE)VPK classrooms are established in schools based on school and community needs. |
| 2 | Title 1 C Migrant | The administration will contact the Migrant Department of Grants & Federal Programs office. This office will provide academic support to the students and help families with resources they may need. |
| 3 | Title II | Staff and faculty members participate in District professional development activities and trainings. |
| 4 | Title I Meeting | The Title I program's function and assistance will be explained to parents as well as how Dunnellon Elementary qualifies as a Title I school. Parents will be encouraged to participate in available support. |
| 5 | IDEA (individuals with Disabilities Act) | Our school coordinates with the ESE, Student Services Department of MCPS. Supplemental instruction support is shared with parents as they are invited to and attend their child's IEP meeting. Teachers and staff follow the MTSS policies and process. |
| 6 | Federal Nutrition Program | Our guidance department coordinates the "Food for Kids" weekend backpack program which provides supplemental foods for children. |
| 7 | Title III - ESOL | The administration will coordinate with Grants & Federal Programs, ESOL Department to identify students. ESOL paraprofessionals are placed in our school to provide students with the appropriate academic support that they need to progress in learning a second language. |
| 8 | Title 1 Part A | Our school receives Title I funds based on free and reduced lunch counts. Title I Part A funds are used to provide supplemental instructional materials, equipment, and/or personnel to help students meet the rigorous state standard expectations. Staff development as well as Parental Involvement Trainings and Workshops will be coordinated with Title I, Part A. |
| 9 | HIPPY Program | Home Instruction for Parents of Preschool Youngsters (HIPPY) is a parent involvement and school readiness program. HIPPY offers free home-based early childhood education for three, four, and five year old children working with their parent(s) as their first teacher. The parent is provided with a set of developmentally appropriate materials, curriculum, and books designed to strengthen their children's cognitive skills, early literacy skills, social/emotional and physical development. Representatives from this program will hand out flyers at Open House and parent events. Interested families may contact Kim Gibas at Grants & Federal Programs. |
| 10 | Title X - Homeless | The administration will coordinate with our District Homeless Liaison who will provide the students and families the resources and support they need. |

**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 and establish date for Annual Informational Meeting. | Administration | August 2016 | Copy of Agenda |
| 2 | Send Meeting Announcement flyer in backpacks of all students. | Administration | August 2016 | Copy of Flyer |
| 3 | Provide ELL assistance | School ESOL staff/Assistant Principal | August 2016 | Attendance rosters |
| 4 | Hold Annual Title I Parent Informational Meeting. | Administration | August 2016 | Sign in Sheets/ |
| 5 | Maintain Documentation. | Assistant Principal/ISP | September 2016-June 2017 | Monitoring documents uploaded to school’s jump drive. |

**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:** School teachers and administration will ensure that family engagement workshops and meetings are offered at flexible times for parents and families.   · Dunnellon's scheduled school orientation is held during the school day, with two different times for parents. In addition, information from this event will be posted in the breezeways along with information on teacher's doors.   · Our open house, and annual Title I meeting is held with two time frames. One will be immediately after school at 2:30 - 3:00 pm (Title I annual meeting) and another one at 5:30 pm - 6:00 pm in the cafeteria. In addition, we will continue to play a video of the annual title I meeting via closed circuit TV for our parents. Having various times including evening allows many of our working parents to participate.   · Parent Training and Family Engagement Workshops are presented in the day and at evening. Refreshments or a light meal is provided at each of these trainings/workshops. This allows busy parents to participate without missing work or having to prepare a meal for the family before coming to a school event. Childcare is also available for those who are in need of this service.  · SAC meetings are scheduled at a time convenient to the SAC members. This will be voted on during the first SAC meeting in September.  · Student award ceremonies are presented during the school day at a variety of times on a quarterly basis and the 5th grade graduation will be held at night.   · The Media Center is open before and after school hours for parents to participate in the book fair and use the school computers, when needed.  · Parent-Teacher conferences are scheduled at various times, convenient for parents and families as well as for teachers. |

**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 | Academic Family Night K-2 | Administration/Professional Development Specialist/Parent Liaison | By providing resources to encourage and support literacy development at an early age to parents and families, grades K-2 students will make gains in reading as displayed in state standards, RWAs, and LEOCEs. | September 2016 | Agenda, Parent sign-in sheet, Parent Evaluations |
| 2 | Academic Family Night 3-5 | Administration/Professional Development Specialist/Parent Liaison | By helping parents to learn strategies for solving real world mathematical applications and ELA standards, students in grades 3-5 will increase their mathematics scores on FSAs and LEOCEs and increase ELA scores on RWA, Learning checks, and FSA. | September 2016 | Agenda, Parent sign-in sheet, Parent Evaluations |
| 3 | Parent Conferences | Teachers | Teachers will conduct individual conferences to discuss student assessment results, expectations, and goals for the school year in an effort to increase student achievement. | August 2016-June 2017 | Sign in logs/Parent Conference Forms |
| 4 | Academic Family Night K-2 | Administration/Professional Development Specialist | By providing resources to encourage and support literacy development at an early age to parents and families, grades K-2 students will make gains in reading as displayed in state standards, RWAs, and LEOCEs. | January 2017 | Agenda, Parent sign-in sheet, Parent Evaluations |
| 5 | Academic Family Night 3-5 | Administration/Professional Development Specialist/Parent Liaison | By helping parents to learn strategies for solving real world mathematical applications and ELA standards, students in grades 3-5 will increase their mathematics scores on FSAs and LEOCEs and increase ELA scores on RWA, Learning checks, and FSA. | January 2017 | Agenda, Parent sign-in sheet, Parent Evaluations |
| 6 | “Parent Parties” | Administration/Professional Development Specialist/Parent Liaison | Parents will gain knowledge of Florida State Standards in Reading, Writing and Mathematics. Parents/families will become more engaged with students school work and involved in students’ home work/practice. Scores in RWAs, FSAs, and LEOCEs will show an increased level. | February 2017 | Agenda, Parent sign-in sheet, Parent Evaluations |
| 7 | Science Fair | Administration/Professional Development Specialist/Parent Liaison | Review and preview NGSSS &/or Common Core State for upcoming grade level. Students share with parents their science fair project. | April 2017 | Agenda, Parent sign-in sheet, Parent Evaluations |
| 8 | Family Summer Skills Packets | Teachers, Coaches, Parent Liaison, Para-professiional staff | Packets will review and preview NGSSS &/or Florida State Standards in Reading, Writing and Math in an effort to decrease "summer slide". Fall student AIMSweb data will show results of effort. | June 2017 | Notice of packets in Parent Newsletter, Picture of family packet |

**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** |

**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:** · Each parent will receive a Calendar of Events which provide important dates for parent involvement throughout the school year.   · A Parent-School Compact will be given out at the beginning of the school year that will outline expectations for parents, teachers, and administrators. Teachers will use/review (revise if needed) this Compact in discussions with parents concerning their child's progress. In addition, this compact is updated through the SAC committee.   · Each child in grades 2-5 will receive a planner that allows for written communication between the teacher(s) and parents. Planners will be updated daily with academic notifications and will require a parent signature.   · Each child in grades K-1 will receive a Nikki's folder that will allow for written communication between the teacher(s) and parents.   · District Parent Surveys dates will be advertised on our school's Marquee, website and by sending a note home in a timely manner. Parents will also receive information on the use of school computers if needed.   · Volunteer & Mentor Appreciation Program - At the beginning of the year {September} recruitment and training will be offered to potential volunteers and mentors by the Dean of Students. At the end of the year {May} a breakfast will be held to celebrate their service and commitment by the administration team. Teacher input surveys are collected in May to gauge the effectiveness of the program.  · The Title I Parent Resource Center on Wheels will visit the school campus 4 times during the school year. Notification of the date of the visit(s) of the Title I Resource Center on Wheels will be sent out via newsletter, Skylert calls, and noted on marquee/website for all parents/families.  · Parents and families will be encouraged to visit the District Title I Parent Resource Center and our teachers will utilize the Teacher Check Out program that the Center offers.  · Our school will hold an Open House in September, 2016 to increase parent awareness of the school and teachers' goals and expectations.  · Our school will recruit additional SAC and PTO members to help research available resources, school needs, and establish a year-long plan.  · "Safe Halloween" will allow students and parents to enjoy trick or treating in a safe atmosphere. (October, 2016)  · Career Day-Our Guidance Counselor and Parent Liaison will contact parents to invite then to share their profession/career with students. The Guidance Counselor will organize the event. (April, 2017) |

**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:** Our school will share timely information about the Title I programs including 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. Initial information will be shared during the Title I Annual Meeting held in September 2016.  Teachers, counselors and other school personnel will maintain regular contact with parents through personal calls, phone texts, and emails in an attempt to reach parents who do not or cannot participate to seek input and increase involvement.   Home visits are provided by Social Services.   Parent Training and Family Engagement Workshop information will be distributed to parents via flyers, by utilizing the Skylert telephone calling system, and the Remind Me app. Events will also be advertised on our school's marquee.  Power-point presentations will be available to parents/families who could not attend the District Trainings and Family Engagement Workshops.   All school information is disseminated through a monthly newsletter, the school's Skylert calling system, as well as mass parent letter mailings. This is inclusive of those parents who did not attend planed events to ensure they receive all information.   All school information is presented to families in a language that they may easily understand (free from jargon, educational acronyms) and translated to their native language. |

**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:** Parents with disabilities are regularly invited to all parental involvement events and family engagement workshops. If support is needed to accommodate a disability, appropriate arrangements will be made. Our facility is ADA accessible.  Parent information will be available in both Spanish and English. Dunnellon will use the Skylert call message system, marquee sign, school website, and written communications to inform parents. If a parent has identified as speaking a language other than Spanish or English information will be translated into their first language. This will include parent meetings, reports, and other parent activities. All meetings will be held in the cafeteria or media as they are handicap accessible and we will provide deaf interpreter as per formal request. |

**Discretionary Activities**

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

X Not Applicable

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

**Upload Evidence of Input from Parents**

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

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**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\englishk\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.IE5\X6XU32VM\fileUploads\420641_2016-2017_uploadCompact.docx) |

**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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## 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 | Orientation - Informational and academic | 1 | 450 | Informed parents will be better able to support their children in meeting academic expectations |
| 2 | Open House - Informational/Title 1 Meeting | 2 | 500 | Parents will have knowledge of what Title 1 is and what it does for DES. Parents can gain information on how to help their child at home and support the academic expectations of the classroom teacher. |
| 3 | Student Performance Conferences - Academic | 600 | 600 | Parents will have a better understanding of where their child is in meeting grade level expectations and how to help at home. |
| 4 | Academic Parent Nights - Informational/Academic | 2 | 400 | Parents will know how to assist students with grade level expecations. |
| 5 | Science Night/Summer Slide | 1 | 150 | Parents will better understand the science project that his/her child completed and will gain information about the next grade level expectations and the standards for that grade level. |

**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 | Title 1 Awareness - Overview of the SIP, PIP, SAC | 1 | 57 | Teachers will be understand the SIP, PIP, and SAC and how those are written to focus our school on areas that need to improve so that students show gains in achievement. |
| 2 | MTSS - Training on Process | 3 | 45 | The guidance counselor and Assistant principal engaged with the staff to help them understand the MTSS process and what we need to do to assist students to improve academic success. This process is on-going throughout the year as we meet three times (minimum) for PMP meetings. |
| 3 | Differentiated Instruction | 5 | 45 | The PDS worked with the staff on differentiated instruction; what it looks like, how to implement it, and bring evidence of how you are doing it in your classroom. |

**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 | • Not being able to attend | Survey parents to see what time and day would be best for them to attend an event at DES |
| 2 | • Lack of interest | Survey parents to find out what they are interested in learning |
| 3 | • Language barriers | Make sure we send home notices in language they read. |

**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** |
| 1 | Building Capacity of Parents | The Love for Learning We held a K-2 and 3-5 night (two separate nights with food and free books) Parents signed up and where greated to specialized information concerning grade standards in ELA, Math, Social Studies and Science. Parents received small group instruction and hands on ways to help their students understand and show proficiency on grade level standards. |