

## 2016-2017 School Parental Involvement Policy/Plan

School: RAMONA BLVD ELEMENTARY LEA: \_\_\_\_\_

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(b)(1) of the Elementary and Secondary Education Act (ESEA). The policy establishes the expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, and is incorporated into the school-wide Title I / School Improvement Plan submitted to the Florida Department of Education (FDOE) as required in Section 1114(b)(2) of ESEA.

### Assurances

The school agrees to:

- 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(a)(3)(B)];
- 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 school-wide program plan under section 1114(b)(2) [Section 1118(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)];
- 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)(2)(E)];
- Inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Centers (PIRC) in Florida, i.e., PIRC of Family Network on Disabilities in Florida (FND) and PIRC at University of South Florida (USF) [Section 1118(g)];
- 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

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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, as described in Section 1111(h)(6)(A) [Section 1111(h)(6)(A)].

### Parental Involvement Mission Statement (Optional)

The Ramona Blvd Elementary Parent Involvement mission is to provide resources and support to all parents to encourage students to achieve their highest potential socially and academically. The parent involvement center will host parent workshops/trainings and provide resources to improve the quality and effectiveness of the school-parent-teacher partnership.

1. 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 [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)]. 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)].

**Response:** All parents will have the opportunity to learn about Title I and how it benefits the total school community at the Annual Title I Parent meeting. Parents will be given information about available resources, workshops, trainings, and programs offered through Title I. A parent survey will be administered to obtain feedback concerning their needs and preferences for the workshops and trainings. Evaluation forms for every workshop/training held will be given to attending parents to allow them to provide feedback about the training. The Principal will encourage all parents to become active members of the School Advisory Council (SAC) and Parent Teacher Association (PTA) which provide a forum for parents to have an active role in making decisions concerning situations that are pertinent to the school and that impact student success. Parents are also invited to help develop and review the Parent Involvement Plan (PIP) for Ramona Blvd Elementary. The PIP will be reviewed and edited using feedback from parents. Parent Involvement activities will be hosted several times a year giving parents multiple opportunities to be involved in the functions of the school. Parents are also asked to submit ideas, suggestion, concerns or recommendations at any time by communicating with the Parent Liaison, School Administration or School Faculty. Flyers, newsletters and the School Messenger are a few methods of communicating with parents as well as student agendas.

2. 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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<b>Program</b>	<b>Coordination</b>
RTI	Meetings with parents, teachers, and other staff if students are not making adequate progress with tier 2 or tier 3 instruction to discuss instructional strategies and interventions and provide parents with strategies and resources to provide at-home support to improve their children's academic and/or behavioral issues.
IDEA	Supplemental instructional support provided by Title I will be discussed with parents during the development of students IEP. The school will work in collaboration with parents to develop IEP or 504 plans to help students to meet their annual goals and make adequate progress. Meetings with parents, teachers, and other staff will be held as necessary to discuss progress and provide parents with strategies and materials to remediate their children's academic and/or behavioral deficits.
Staff/Parent Involvement Training (Title II)	Staff members are provided professional development during Early Dismissal days on effective strategies to communicate with and involve parents as partners in the education and success of all students.
Parent/Teacher/Student Conference Sessions	Time is dedicated each quarter for teachers to conduct parent/teacher/student conferences during which specific issues are discussed. Quarter 1: ineffective work habits and behavior that is impeding learning Quarter 2: early warning indicators for lack of adequate progress Quarter 3: low grades that indicate possible retention Quarter 4: ramp up for next year; retention meetings

3. 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 (school-wide or targeted assistance), Adequately Yearly Progress, school choice, supplemental education 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)].

<b>Activity/Task</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
<b>Inform Parents of Title I Status</b> <ul style="list-style-type: none"> <li>Develop agenda, handouts and presentation materials.</li> <li>Develop and distribute fliers and Parent Message detailing meeting date, time and location</li> </ul>	Demps	Sept. 2016	Completed agenda
	Demps	Sept. 2016	Copy of flier and printout from message system

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<ul style="list-style-type: none"> <li>• Advertise on outdoor marquee, front door marquee and front office message board</li> <li>• Develop Sign-In Sheets</li> <li>• Annual Title I Mtg. &amp; Open House</li> </ul>	Demps	Sept. 2016	Picture of marquee and office signs
	Demps	Sept. 2016	Signed copies in box.
	Demps	Sept. 8, 2016	Minutes from meeting, meeting reports in box.

4. 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)].

Ramona Blvd Elementary will provide a variety of workshops in the Parent Involvement Center at varying times to accommodate parent work schedules, including scheduling meetings before, during or after normal working hours. These workshops and all parent meetings will be posted on the school web-site and the school marquee and through the Parent Messenger system. Parent meetings will also take place during the first 15 minutes of all parent activities to allow parents time to receive updates on school information and the opportunity to voice any concerns. PTA meetings will be scheduled monthly and will include a parent meeting before the beginning of regular PTA business. Additionally, a brief children’s program will follow the PTA meeting to showcase student progress and provide additional motivation for parents to attend. All PTA and SAC meetings will be posted on the web-site and the school marquee and sent out through the Parent Messenger system.

5. 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)].

<b>Content and Type of Activity</b>	<b>Person Responsible</b>	<b>Correlation to Student Achievement</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
Back to School Orientation	Demps & classroom teachers	Inform parents of school-wide and classroom expectations, meet & greet with teachers	Aug. 12, 2016	Sign-In Sheets
Annual Title I Mtg	Principal Demps	Inform parents what Title I is, funding, resources and benefits.	Sept. 8, 2016	Sign-In Sheets
Open House	Principal Demps	Provide parents with information about grade level expectations, monitoring student process and assessment.	Sept. 8, 2016	Parent Feedback & Sign-in Sheets
Grandparents’ Day	Faculty	Invite grandparents to participate in monthly book of the month celebration to reinforce the	Sept. 13, 2016	

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		importance of reading with children at home.		
Muffins for Moms	Principal and Staff	Research shows parental participation in schools has a direct correlation to improved student achievement	Nov. 11, 2016	Parent Feedback and Student Achievements
Parent/Teacher Conferences 1 <sup>st</sup> Qtr – Habits & behavior impeding learning	Faculty	Inform parents of ineffective work habits and behavior that impede learning. Work with parents to develop plans to replace the ineffective habits and behavior.	Oct. 4, 2016	Parent Attendance, Feedback
Donuts for Dads (Bring Your Child To School Day)	Demps and Staff	Positive male role models also increase children’s motivation to read.	Sept 28, 2016	Parent Feedback Sign-in Sheets Student achievement
Literacy Night  Literacy Week	Student Welfare Team	By involving parents and students in high-interest events tied to literacy, interest and motivation to improve reading skills is more likely to occur.	Oct. 28, 2016  Jan. 23-27, 2017	Parent Feedback Sign-in sheets
Math & Science Night	Student Achievement Team	By involving parents and students in high-interest events tied to Math & Science, interest and motivation to improve in these skills is more likely to occur.	Dec. 18, 2016 Science Judging: 2-4pm Science Fair Night 5:30-7	Parent Feedback Sign-in sheets Student participation in science fair
5 <sup>th</sup> Grade Spelling Bee	Principal, Reading Coach, Faculty	Research shows students perform better when they know a parent is involved	Dec. 16, 2016	Parent Feedback Sign-in sheets Student participation in spelling bee
Parent/Teacher Conferences 2 <sup>nd</sup> Qtr – Early Warning Indicators	Faculty	Inform parents of ineffective work habits and behavior that have resulted in failing grades. Work with parents to develop plans to replace the ineffective habits and behavior.	Dec. 7, 2016	Parent Feedback and Student Achievements Sign-in Sheets
FSA/FCAT Parent Workshop	Reading, math and science coaches	Informing parents how students are tested helps them support their children during the testing process.	Jan., 2017	Increased scores on FSA/FCAT
Real Men Read (a Literacy Week event)	Principal and Reading Coach	Students who are read to or read daily perform better academically because they have wider vocabularies. Positive male role models also increase children’s motivation to read and strive for academic success.	Jan. 23-27, 2017	Parent Feedback and Student Achievements Sign-in Sheets
Parent/Teacher Conferences 3 <sup>rd</sup> Qtr – Possible Retention	Faculty	Inform parents of ineffective work habits and behavior that have resulted in possible retention. Work with parents to develop plans to replace the ineffective habits and behavior.	Mar. 7, 2017	Parent Feedback and Student Achievements Sign-in Sheets

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Art Walk	Art teacher/faculty	Research shows parental participation in schools has a direct correlation to improved student achievement	Mar. 9, 2017 6pm	Parent and student feedback Sign-in sheets
Family Reading Picnic	Principal, Reading Coach, Faculty	Celebrate reading accomplishments and give parents materials for students to continue reading during the summer.	May 19, 2016	Sign-In Sheets
Reading Initiative Kick-Off	Principal, Reading Coach	Inform parents and students of new Florida Standards and explain how the home/school connection can help students succeed in reading.	On-going All Year	Reading scores, Reading posters Reading responses
Monthly PTA Mtg/ Grade Level Performance	Principal Demps, Grade Level Faculty, PTA	Students will perform for family members and the school community after parents have received training and information regarding PTA and its involvement in the school	Monthly	Parent Feedback Student Academic Success
Possible workshops	Liaison Guidance Demps	Food & Nutrition; ADD/HD what it means; 7 Habits of Highly Effective Families; Dealing with Bullying; Dealing with Test Anxiety; AIR Strategies (web-site and home resources); Social Media Security; Learn a New Language	On-going All Year	Sign-In Sheets
Parent/Teacher Conferences 4 <sup>th</sup> Qtr – Retention Meetings	Faculty	Inform parents of ineffective work habits and behavior that have resulted in possible retention. Work with parents to develop plans to replace the ineffective habits and behavior.	May., 2017	Parent Feedback and Student Achievements Sign-in Sheets

6. Describe the training 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)].

Content and Type of Activity	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
Foundations: CHAMPS	Allen	Class/common area mgmt. is key to an atmosphere conducive to learning	On-going During early dismissal training	Decrease in student referrals and changes in student responses; increase in academic achievement
Professional Learning Communities	IST Team	Empowering teachers with instructional pedagogy to	On-going	Student Achievement

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		improve student achievement		
Creating Family Friendly Schools	Demps	Improve communication between home and school	On-going	Increase in parent participation
Effective Teacher Conference	Demps	Improve communication between home and school	On-going	Increase in parent participation

7. 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 child [Section 1118 (e)(4)].

**Response:** Continue to enhance the Parent Involvement Center located in the Media Center. Raise awareness of parents about how they can borrow computer programs, books, games, etc. to assist their children at home. Parents will continue to be informed about the existence of the Parent Resource Area through the school newsletter Eagle Talon, informational posters around school building, informational materials on front office counter, and information posted on the general bulletin board. Additionally, parents will continue to have access to a computer and accompanying printer to research various educational supports via the internet. Parent Involvement funds are allocated to purchase and supply additional materials for parents to borrow from the Parent Resource Center. Persons responsible for maintaining the area will be the office staff and the Volunteer Liaison. Parent Involvement Center will be open daily for parents to use.

8. 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 school-wide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will also submit the parents' comments on the plan that will be available to the local education agency [Section 1118(c)(5)].

**Response:** Letters and flyers will be sent to the parents from the school and from the district at least one week prior to events. Additionally the School Messenger system will be utilized to reach parents and guardians via the phone. School Messenger provides a report displaying which parents were contacted using this method. In addition to the School Messenger, announcements will also be posted on our school marquee, front entrance marquee, front office message board, parent information bulletin board, school web-site and fliers will be sent home with children to reach parents the Messenger did not. Parents are provided information about academic assessments use to measure student progress and grade level expectations. This information will be provided to parents in a timely manner during FSA/FCAT parent workshops and also through the school newsletter, The Eagle Talon, and progress reports which include the grade level objectives for the next nine weeks. Ramona Blvd Elementary administration, faculty and staff welcome and regularly solicit parent input on academic and all other school-related issues. The PIP will be made available

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for parent review in the front office, on the website, and in the Parent Involvement Center. We will encourage and provide opportunity for parents' to participate in the development of this plan.

9. 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)].

Ramona Boulevard Elementary will provide parents timely information through agendas, newsletters, the school's marquee, web-site and School Messenger. We will seek feedback and input through surveys and will monitor the information that is provided by reviewing the surveys and evaluation forms as well as parent comments in student agendas. Written information can be translated to meet the needs of parents that speak other languages through TransAct as needed. Activities will be held in areas such as the parent involvement center, classrooms, Media Center, and/or auditorium that is accessible to disabled citizens. Every effort will be made to provide the necessary accommodations to parents, students and community members that desire to be involved in school activities, events and functions.

**Discretionary School Level Parental Involvement Policy Components**

X Check here if the school does not plan to implement the discretionary activities.

**School-Parent Compact:**

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 school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Provide a copy of the School-Parent Compact and evidence of parent input in the development of the compact.

**Adoption**

The parental involvement policy/plan has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by .

This policy/plan was adopted by the school on mm/dd/yy and will be in effect for the period of mm/dd/yy. The school will distribute this policy to all parents of participating Title I, Part A children on or before mm/dd/yy.

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\_\_\_\_\_  
(Signature of Authorized Representative)

\_\_\_\_\_  
(Date)

Provide evidence that this policy/plan has been developed with the input from parents and based on the review of the 2015-2016 PIP.

## Review of 2015-2016 School Parental Involvement Policy/Plan

1. Provide a summary of activities provided during the 2014-2015 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.

<b>Content and Type of Activity</b>	<b>Number of Activities</b>	<b>Number of Participants</b>	<b>Correlation to Student Achievement</b>
8/ 20 /15 Title I Parent Plan Night	1		Empowering parents with the knowledge of what being a Title I school means and expectations for staff, students, and parents.
9/10/15 Open House	1		Provide parents with information about grade level expectations, monitoring student process and assessments.
Oct 7, 2015– Parent Conferences	1		Opportunity for parents and teachers to discuss and agree on Parent Compact and outline student expectations.
Oct 29, 2015 – Tales & Treats	6		Research shows that presenting parents with examples of how to engage children in reading improves student achievement
Literacy Week 1/25-29, 2016	6		Research shows that presenting parents with examples of how to engage children in reading improves student achievement
12/10/2015 Math & Science Night	6		Research shows that presenting parents with examples of how to engage children in reading improves student achievement
1/27/16 FSA/FCAT Family Prep	1		Informing the parent of how students are tested helps them support their child and our school better.
May 24, 2016 Family Picnic	6		Research shows that presenting parents with examples of how to engage children in reading improves student achievement
9/28/2015 Donuts for Dads	1		Research shows providing students with positive male role models increases motivation to achieve academic success.

2. Provide a summary of the professional development activities provided by the school during the 2014-2015 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)].

<b>Content and Type of Activity</b>	<b>Number of Activities</b>	<b>Number of Participants</b>	<b>Correlation to Student Achievement</b>
Professional Development on Parent Communication during early dismissal		23	Instructional Strategies which can improve achievement and reduce behavioral issues
Foundations/CHAMPS professional development and committee		23	Class/common area mgmt is key to have atmosphere conducive to learning
Professional Learning Communities		23	Empowering teachers with instructional pedagogy to improve student achievement

## Review of 2015-2016 School Parental Involvement Policy/Plan

3. Describe the barriers that hindered participation by parents during the 2014-2015 school year in parental involvement activities. Include the steps the school will take during the 2015-2016 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)].

<b>Barrier (Including the Specific Subgroup)</b>	<b>Steps the School will Take to Overcome</b>
Lack of working phone numbers (Economically disadvantaged)	Continue to ask for and seek contact phone numbers. Investigate low income phone options & make information available to parents without working numbers.
Parents feeling unwanted/unappreciated (Economically disadvantaged)	More frequent calls and notes about the “good things” that are happening at school. Parent information bulletin board to inform them of events. Customer service based atmosphere throughout school greeting parents with friendly inviting mannerisms.
Transportations (Economically disadvantaged)	Meeting held at the Boys & Girls Club for our socio-economically challenged families so that more parents could attend from the Victory Point Apartments.
Parents feeling of inability to communicate or understand students’ environment (Non-English proficient or Academically deficient)	Provide information in the parents’ native language as well as English. Make information available for parents letting them know we are there to help them help their children.

4. Describe the parental involvement activity/strategy implemented during the 2014-2015 school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

<b>Content/Purpose</b>	<b>Description of the Activity</b>
<p>Inform parents of parent involvement resources</p> <p>Hosting events at school after regular school hours such as the spring carnival, dances, math/science night, etc to engage parents as partners in learning and help students connect to school beyond the compulsory hours.</p>	<p>Strategically placed posters informing parents of parent involvement resources. Bulletin board outlining importance of parent involvement and resources available and how that transfers into positive student achievement.</p> <p>Invited families to participate in setting up and enjoying the activities.</p>

# Review Rubric for 2015-2016 School Parental Involvement Policy/Plan

School Name: RAMONA BLVD ELEMENTARY SCHOOL

Reviewer: \_\_\_\_\_ Review Date: \_\_\_\_\_

Policy/Plan Components	YES	NO
<b>2015-2016 Plan Review</b>		
Was evidence adequate to demonstrate that the PIP was developed jointly with and agreed upon by parents of children participating in Title I programs?	X	
Is the PIP written in an understandable format and provided in a language parents can understand?	X	
Were revisions/updates to the plan made based upon the review of the 2015-2016 plan? Did the school address the barriers identified in the review?	X	
<b>LEA Policy Mission Statement (optional)</b>		
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: <ul style="list-style-type: none"> <li>• Explanation of the purpose of the parental involvement program;</li> <li>• Description of what will be done; and</li> <li>• Description of the beliefs or values of the LEA.</li> </ul>	X	
<b>1. 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 [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)]. 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)].</b>		
Strong responses include: <ul style="list-style-type: none"> <li>• Identification of the group responsible for the planning, review, and improvement of the Title I program;</li> <li>• Description of the procedures selecting members of the group;</li> <li>• Explanation of how input from parents will be documented; and</li> <li>• Description of the process for schools to involve parents in the development of the required plans; and</li> <li>• Includes 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)].</li> </ul>	X  X X X  X	
<b>2. 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)].</b>		
Strong responses include: <ul style="list-style-type: none"> <li>• Identification of the specific federal program; and</li> <li>• Description of how the programs were coordinated.</li> </ul>	X X	
<b>3. 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</b>		

## Review Rubric for 2015-2016 School Parental Involvement Policy/Plan

<p><b>program, the nature of the Title I program (school-wide or targeted assistance), Adequately Yearly Progress, school choice, supplemental education 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)]</b></p>		
<p>Strong responses include:</p> <ul style="list-style-type: none"> <li>• Identification of specific activities or tasks;</li> <li>• Identification of the person(s) responsible for completing the task;</li> <li>• Reasonable and realistic timelines; and</li> <li>• Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.</li> </ul>	<p>X X X X</p>	
<p><b>4. 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)].</b></p>		
<p>Strong responses include:</p> <ul style="list-style-type: none"> <li>• Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and</li> <li>• Specific examples of the flexible schedule offered to parents.</li> </ul>	<p>X X</p>	
<p><b>5. Describe how the school will implement activities which 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 children to improve their children’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)].</b></p>		
<p>Strong responses include:</p> <ul style="list-style-type: none"> <li>• Content and type of activity including the following: <ul style="list-style-type: none"> <li>• The state’s academic content standards and State student academic achievement standards,</li> <li>• State and local academic assessments including alternative assessments,</li> <li>• Parental involvement requirements of Section 1118, and</li> <li>• How to monitor their child’s progress and work with educators to improve the achievement of their child.</li> </ul> </li> <li>• Identification of person(s) responsible;</li> <li>• Reasonable and realistic proposed timelines;</li> <li>• Correlation to student academic achievement; and</li> <li>• Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.</li> </ul>	<p>X      X X X X</p>	
<p><b>6. Describe the training for staff 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)].</b></p>		



## Review Rubric for 2015-2016 School Parental Involvement Policy/Plan

<b>extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].</b>		
<p>Strong responses include:</p> <ul style="list-style-type: none"> <li>• Process for translating information into a parent’s native language;</li> <li>• Description of how the school will ensure that parents with disabilities have access to parental involvement activities and/or services;</li> <li>• Description of how the school will ensure that information is available to parents considering the fluctuating student populations;</li> <li>• Specific languages that information will be routinely provided; and</li> <li>• Process the school will use to monitor the dissemination of information to parents.</li> </ul>	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>	
<b>10. Describe how each discretionary activity checked will be implemented.</b>		
<p><b>Strong Responses Include:</b></p> <ul style="list-style-type: none"> <li>• Content and type of activity including the following: <ul style="list-style-type: none"> <li>○ Involve parents in the development of staff training,</li> <li>○ Provide literacy training,</li> <li>○ Pay reasonable and necessary expenses to conduct parental involvement activities,</li> <li>○ Train parents to help other parents,</li> <li>○ Maximizing parent participation,</li> <li>○ Adopt and implement model parental involvement programs, or</li> <li>○ Develop roles for community organizations and/or businesses in parental involvement activities;</li> </ul> </li> <li>• Description of the implementation strategy;</li> <li>• Identification of person(s) responsible;</li> <li>• Correlation to student academic achievement; and</li> <li>• Reasonable and realistic timelines.</li> </ul>	<p>X</p> <p>X</p> <p>X</p> <p>X</p>	
<b>School-Parent Compact</b>		
<p><b>School-Parent Compact must include the following components:</b></p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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</li> <li>• Highlight the importance of communication between teachers and parents on an ongoing basis through, at a minimum— <ul style="list-style-type: none"> <li>○ Parent-teacher conferences in elementary schools, at least annually, during which the compact will be</li> </ul> </li> </ul>	<p>X</p> <p>X</p> <p>X</p>	

## Review Rubric for 2015-2016 School Parental Involvement Policy/Plan

<p>discussed as it relates to the individual child's achievement;</p> <ul style="list-style-type: none"> <li>○ Frequent reports to parents on child's progress; and</li> <li>○ Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and</li> </ul> <ul style="list-style-type: none"> <li>● Evidence that parents were involved in the development/ revisions to the compact [Section 1118(d), ESEA].</li> </ul>		
<b>Review of the 2015-2016 Policy/Plan</b>		
<p>Did the school include a copy of the review of the 2015-2016 policy/plan?</p>		
<p>Did the review include all required components?</p> <ul style="list-style-type: none"> <li>● A summary of the results of the activities conducted for parents;</li> <li>● A summary of the staff training activities;</li> <li>● 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</li> <li>● Description of how the school will use the information gathered from the review to design strategies for more effective parental involvement policies.</li> </ul>	<p>X X X  X</p>	

**Additional Comments or Concerns:**

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