

HIALEAH GARDENS ELEM. SCHOOL Title I, Part A Parental Involvement Plan

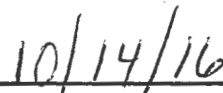
I, Rachel Autler, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Assurances

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)];
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].



Signature of Principal or Designee



Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: The mission of Hialeah Gardens Elementary School's Parent Involvement Program is to align ourselves as full partners with the parents of our students. It is the purpose of the HGE faculty and the parents of our school to provide our students with an education that maintains the highest academic standards. Together we want to educate all students to live and work with all people, to think critically, to be able to function in the world in which they live through the use of technology, to possess positive character traits and to be able become responsible, productive citizens. It is our belief that by working together all students will achieve their highest potential.

The parental involvement program will offer our parents the opportunity to become active in their child's education through workshops, volunteer opportunities, participation in EESAC meetings, and parent-teacher conferences.

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

Response: Hialeah Gardens Elementary parents who serve on the EESAC are elected by parents of enrolled students. These parents serve a dual role in the planning, review and improvement of our Title I program and our School Improvement Plan (SIP). Input from parents is documented through our meeting minutes. The discussion of the SIP and Title I program is on the agenda at all EESAC meetings. A survey regarding parents' interests was conducted at the Title I Annual Meeting and the results of that survey is taken into consideration when planning events and programs for the upcoming year. The school's Parent Resource Center is open for parents to access and request information and provide suggestions as to the type of programs they would like to see at the school if a service or program is not currently offered. The school will also provide support for other parental involvement activities in conjunction with our Parent Teacher Association (PTA). In addition, The Title I Community Involvement Specialist and Assistant Principal work closely together to provide needed services and program to parents as they are requested.

Review Rubric:

Strong responses include:

- Identification of the group responsible for the development, implementation and evaluation of the plans;
- Description of the procedures for selecting members of the group;
- Explanation of how the input from parents will be documented; and
- Description of the process and involvement of parents in the development of required plans; and
- Information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].

Review Status:

Review Comments:

Coordination and Integration

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

| count | Program | Coordination |
|-------|-----------------------------|--|
| 1 | Title I-Part A | Hialeah Gardens Elementary offers an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant and neglected and delinquent students. Hialeah Gardens Elementary has a part time Community Involvement Specialist that serves as bridge between the home and school through home visits, telephone class and parenting activities. |
| 2 | Title I-Part D | The District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs. |
| 3 | Title II | We are a Title II District. The District uses supplemental funds for improving basic education as follows: Training to certify qualified mentors for the New Teacher (MINT) Program. |
| 4 | Title III | Services at Hialeah Gardens Elementary are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners by providing funds to implement and/or provide: tutorial programs (K-12), parent outreach programs (K-12), professional development on best practices for ESOL and content area teachers, coaching and mentoring for ESOL and content area teachers (K-12), and reading and supplementary material. |
| 5 | Title X | Services for homeless families and children at Hialeah Gardens Elementary are provided through the District's Homeless Assistance Program which seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools and the community. |
| 6 | Violence Prevention Program | Hialeah Gardens Elementary School participates in the District's Bullying Prevention Program. TRUST curriculum is taught by all teachers and fifth graders participate in the "I'm Too Good for Drugs" program. |
| 7 | Nutrition Programs | 1) Hialeah Gardens Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy. 2) Nutrition education, as per state statute, is taught through physical education classes. 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy. |
| 8 | Public Preschool | The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public School's District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs and inform parents of educational options. |
| 9 | Health Connect | Hialeah Gardens Elementary receives support from Health Connect, which provides a nurse. The Nurse offers school based healthcare, which integrates education, medical and/or social and human services on school grounds. |

Review Rubric:

Strong responses include:

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

Review Status:

Review Comments:

Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

| Count | Activity/Tasks | Person Responsible | Timeline | Evidence of Effectiveness |
|-------|---|-------------------------------|-----------------------|--|
| 1 | Flyers Sent Home to Parents | Principal/Assistant Principal | 08/31/16, 09/07/16 | Parent Sign-In Sheets |
| 2 | Connect Ed Message | Principal | 09/07/16, 09/13/16 | Print Out of Successful Calls and Sign In Sheets |
| 3 | Prepare Agenda for Meeting with Title I Information | Assistant Principal | 09/13/16 | Parent/Teacher 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)].

Response: Hialeah Gardens Elementary offers parent meetings and workshops at different times and days throughout the school year to accommodate parents' needs and to ensure that parents are able to attend them. We believe that if the workshops are always offered at the same time then the same parents will always attend. By offering the workshops/meetings at varying times, different groups of parents are able to access the information and services that are being presented to assist them.

For example, the Bilingual Parent Outreach Parent Program is offered in the morning and evening hours on a rotating basis each month. The workshops for parents of students with autism are offered on an alternating basis of morning and evening hours. The school's EESAC and PTA meetings are also held on an alternating basis of afternoon and evening hours. In addition, we offer our curriculum based workshops for parents in both the morning and evening hours to capture both the working parent and stay at home parent audience. The school's Parent Resource Center is open during school hours and Title I funds are used to purchase a part time community involvement specialist who conducts home visits and works very diligently to involve parents in all parent workshops and meetings.

Review Rubric:

Strong responses include:

- Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and
- Specific examples of the flexible schedule offered to parents.

Review Status:**Review Comments:**

Building Capacity

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

| count | Content and Type of Activity | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness |
|-------|------------------------------------|------------------------------|---|--|---|
| 1 | Scholastic Book Fair Reading Night | Assistant Principal | It provides parents with strategies to assist their children with reading skills | October 28, 2016 | as evidenced by increased achievement in standardized test scores |
| 2 | Title I Annual Meeting | Administrators | To explain and help parents better understand the No Child Left Behind Act and involve them in school activities that are linked to improving student achievement | September 14, 2016 | as evidenced by increased achievement in standardized test scores |
| 3 | Requirements for Grade 3 Students | Administrators | Discuss with parents of grade 3 students the requirements for grade 3 promotion | January 25, 2016 | as evidenced by increased achievement in standardized test scores |
| 4 | Miami-Dade Parent Portal | District | It allows registered parents or guardians to monitor their students attendance and academic performance | throughout the school year | as evidenced by increased achievement in standardized test scores |
| 5 | Principal Honor Roll Assemblies | Reading Coach/Administrators | Invite parents to Honor Roll assemblies to recognize those students who have made the academic honor each nine weeks | throughout the school year-each nine weeks | as evidenced by increased achievement in standardized test scores |

| | | | | | |
|---|---|--------------------------|---|----------------------------|--|
| 6 | CIS attends on-going workshops for parents | Principal, CIS | It provides training, information and support services the strengthen the relations between parents and the school in meaningful ways that improve academic achievement | throughout the school year | as evidenced by increased achievement in standardized test scores |
| 7 | Parent Resource Center with access to materials and computers | Assistant Principal, CIS | Provides parents with materials and access to programs that are linked to improving academic achievement | throughout the school year | as evidenced by increased achievement in standardized test scores |
| 8 | PTA Meetings | PTA President, Principal | Provide parents with an opportunity to become involved in school activities | throughout the school year | as evidenced by an increase of number of parents attending school events and/or volunteering |
| 9 | School website and social media | Principal | Provide parents with ongoing and current information about activities, events, calendars, directories, and photographs. | Ongoing | as evidenced by an increase of number of parents attending events and/or volunteering and an increase in registered users with parent emails |

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(5)(2)].

| count | Content and Type of Activity | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness |
|-------|------------------------------|--------------------|---|----------|---------------------------|
|-------|------------------------------|--------------------|---|----------|---------------------------|

| | | | | | |
|---|---------------------------------------|---------------------|--|----------------------------|---|
| 1 | CIS Technical Assistance Training | Principals and CIS | It assists with planning and implementation of effective parental involvement activities that are linked to improving academic achievement | throughout the school year | as evidenced by increased achievement in standardized test scores |
| 2 | EESAC Parent Involvement Meeting | Principal | It assists schools in effectively managing their EESAC so that parents are fully participating in the development and review of the SIP that is linked to improving academic achievement | throughout the school year | as evidenced by increased achievement in standardized test scores |
| 3 | Monthly Faculty Meeting with Teachers | Principal | To promote positive communication between school and community and ultimately improve achievement scores | throughout the school year | as evidenced by increased achievement in standardized test scores |
| 4 | Weekly grade level meetings | Assistant Principal | To promote continuous and timely communication between faculty, administrators, and parents. | Ongoing | As evidenced by increase in standardized test scores |

Review Rubric:

- Content and type of activity including the following: Value following:
 - Valuing of parental involvement,
 - Communicating and working with parents,
 - Implementation and coordination of parental involvement program,
 - Building ties between home and school,; and
 - Cultural sensitivity;
- Identification of person(s) responsible;
- Correlation to student academic achievement;
- Reasonable and realistic timelines; and
- Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task.

Review Status:

Review Comments:

Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

Response: Our Parent Resource Center is open daily throughout the school year for parents to utilize and obtain information regarding their child's education and the resources that are available to them. There is a sign-in log which documents how many parents visit the Parent Resource Center each day. The Community Involvement Specialist is available to translate for non-English speaking parents, assist with parent conferences and help parents access the Districts' on-line parent portal. Each month a calendar is sent out to parents that outlines the events that are taking place at the school for students, EESAC meetings, PTA meetings and other events that parents can participate in. Copies of the calendar are also placed in the Parent Resource Center, in the Main Office and on our school's web page. Parents are also sent information regarding the state's Parent Involvement Resource Center (PIRC). All information is sent

to parents in Spanish and English and is available on our school website in various languages.

Review Rubric:

Strong responses include:

- Identification of the type of activity;
- Specific steps necessary to implement this activity;
- Person(s) responsible;
- Timeline; and
- Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

Review Status:**Review Comments:**

Communication

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

- Timely information about the Title I programs [Section 1118(c)(4)(A)];
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children [Section 1118(c)(4)(C)]; and
- If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents' comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

Response: At the Title I Annual Meeting in September, information regarding the Title I program, including Title I resources, the Parent Involvement Policy, and Title I Compact and opportunities for parents to become involved in the school is presented by the administration. This information is sent home by the classroom teacher for families that did not attend the event. Sign-in sheets provide documentation of the number of parents who attended this event.

During Open House Night in September, teachers present to parents the specific grade level curriculum and academic assessments as it relates to their child(ren) and learn specific ways they can help their children at home. This information is sent home for families that did not attend the event. Sign-in sheets provide documentation of the number of parents who attended this event. Parents are encouraged to sign-up for individual parent conferences if they would like to speak with the teachers individually about their child's progress. A parent may request a conference with their child's teacher or school administrator at any time during the school year to discuss progress or to ask any questions/make suggestions related to their child's education.

Throughout the school year parent workshops are held that pertain to various curricula such as reading, writing, mathematics and science. At each of these workshops a portion is dedicated to how these curricula will be tested on state assessments at each grade level 3rd -5th. A meeting for the parents of students in grade 3 is held in January to explain the promotion/retention policy.

Review Rubric:

Strong responses include:

- Process for providing information to parents;
- Dissemination methods;
- Reasonable and realistic timelines for specific parent notifications; and
- Description of how the school will monitor that the information was provided.

Review Status:**Review Comments:**

Accessibility

Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

Response: Hialeah Gardens Elementary will provide full opportunities for participation in parental involvement activities for all of our parents. All parent workshops and communications sent home are provided in both English and Spanish for parents with limited English proficiency and are available in an alternative format upon request. Interpreters for the Deaf/Hard of Hearing are available and our school is wheelchair accessible. Activities will be advertised on the school marquee and parents are also provided regular reports of academic progress through report cards, progress reports and completed assignments.

We will continue to use Connect-Ed (our school to home messaging system) to inform parents of various events and to provide important messages. These Connect-Ed messages are sent out in both English and Spanish. A monthly calendar is also sent home to parents in both English and Spanish. The calendar notifies parents of parental involvement activities such as workshops and EESAC meetings. School reports, such as the NCLB report and the Title I PIP is also sent home to parents in an understandable and uniform format and to the extent practical, in a language parents can understand.

All information sent to parents by the school is also available on our school's website along with links to district information and resources. Additionally, information about school events and photographs are posted regularly to the school website and to social media accounts through Twitter, Instagram, and Facebook.

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:
☒ Not Applicable

Review Rubric:

Strong responses include:

- Identification of the activity which may include the following:
- Involving parents in the development of staff training, providing literacy training, paying reasonable and necessary expenses to conduct parental involvement activities, training parents to help other parents, adopting and implementing model parental involvement programs, organizing a local education agency parent advisory council, and/or developing roles for community organizations and/or business in parental involvement activities;
- Description of the implementation strategy;
- Identification of person(s) responsible;
- Correlation to student academic achievement; and
- Reasonable and realistic timelines.

Review Status:

Review Comments:

Upload Evidence of Input from Parents

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

Uploaded Document

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.

Uploaded Document

Review Rubric:

School-Parent Compact must include the following components:

- Description of the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student academic achievement standards;
- Identification of ways parents will be responsible for supporting their children's learning (for example, monitoring attendance, homework completion, or television watching; volunteering in their child's classroom; and participating as appropriate in decisions relating to the education of their children and positive use of extracurricular time); and
- Highlight the importance of communication between teachers and parents on an ongoing basis through, at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child's achievement; Frequent reports to parents on their child's progress; and Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- Evidence that parents were involved in the development/revisions to the compact [Section 1118(d), ESEA].

Review Status:

Review Comments:

Upload Evidence of Parent Involvement in Development of Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

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

Uploaded Document

Review Rubric:

Review Status:

Review Comments:

Evaluation of the previous year's Parental Involvement Plan

Building Capacity Summary

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

| count | Content and Type of Activity | Number of Activities | Number of Participants | Anticipated Impact on Student Achievement |
|-------|--|----------------------|------------------------|---|
| 1 | Scholastic Book Fair Reading Under the Stars | 1 | 270 | provide opportunities for parents to read with their child and develop interest in books. |
| 2 | Title I Annual Meeting | 1 | 43 | Explain and help parents better understand the No Child Left Behind Act and involve them in school activities that are linked to improving student achievement. |
| 3 | Miami Dade Parent Portal | 700 | 1 | Parents will monitor their students attendance and academic performance |
| 4 | Principal Honor Roll Assemblies | 4 | 462 | to recognize those students who have made the academic Honor Roll each nine weeks |
| 5 | Parent Resource Center with access to materials and computer | 1 | 304 | provide parents with materials and access to programs that are linked to improving academic 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)].

| count | Content and Type of Activity | Number of Activities | Number of Participants | Anticipated Impact on Student Achievement |
|-------|--|----------------------|------------------------|---|
| 1 | CIS attends on going workshops for Title I | 4 | 1 | Provides training, information and support services to strengthen the relations between parents and the school in meaningful ways that improve academic achievement |
| 2 | CIS Technical Assistant Training | 4 | 1 | Provides training, information and support services to strengthen the relations between parents and the school in meaningful ways that improve academic achievement |
| 3 | Faculty Meetings-SIP Reviews | 8 | 89 | Provide support for development of the SIP that is linked to improving academic achievement |

| | | | | |
|---|---|---|----|---|
| 4 | Faculty Meetings-Using Effective Parent Communication | 8 | 89 | Promotes more parent/teacher collaboration and ultimately improves academic 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:

Barriers

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

| count | Barrier (including the Specific Subgroup) | Steps the School will Take to Overcome |
|-------|---|--|
| 1 | Parents of students with disabilities | Extend personal invitations from staff to events |

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 school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

| count | Content/Purpose | Description of the Activity |
|-------|-----------------|-----------------------------|
|-------|-----------------|-----------------------------|

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:

Main Menu

- Printer Friendly