

W. J. BRYAN ELEMENTARY Title I, Part A Parental Involvement Plan

I, Milagros Maytin-Miret , 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: W.J. Bryan Elementary School believes and focuses exclusively on adequate parental involvement essential to student success and thus, promote this involvement, not as a single coalition, but as a network for change under the leadership of the district, the school, the families and the community partners.

Our strengthened leadership will have a greater impact on guiding parents in decision-making as members of several planning teams, local parent groups and district-wide committees. Meeting the parents in need for assistance will be fulfilled through an array of consistent training programs where all parents are meaningfully engaged and equipped to support their child's education at home, as well.

Review Rubric:

Mission statements are written concisely, free of jargon, and parent-friendly and inspire stakeholders to be involved and supportive of

- the program. Strong mission statements include:
- Explanation of the purpose of the parental involvement program;
 - Description of what will be done; and
 - Description of the beliefs or value of the LEA.

Review Status:
Review Comments:

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Involvement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

Response: W.J. Bryan Elementary School will include parents in all aspects of the Title I Program. The Educational Excellence School Advisory Council (EESAC) meeting, composed of an ethnically-diverse group of parents and community members were given the opportunity to review the School Improvement Plan (SIP) and offer their input prior to final approval. They were informed and had the possibility to discuss the disbursement of some Title I funds. Also, all parents were given surveys at the beginning of the school year, permitting them to provide suggestions on school training activities and others. Results of parents' surveys are carefully reviewed and maintained as successful track records with transformational programs to determine changes that need to be addressed for improvement. At the onset of every school year, parents are also highly encouraged to become involved with the school Parent Teacher Association (PTA), as a means of keeping abreast of significant school events and information.

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 | VPK | The Title I Program office and the VPK office will work cooperatively to develop transitional programs for students entering the regular public school setting. Activities may include meetings/events coordinated with parents, VPK teachers, as well as the Kindergarten teachers, in order to address the specific learning needs of students, joint parent meetings to discuss how to best prepare children for the transition from VPK to Kindergarten, et cetera. |
| 2 | Head Start Pre-Kindergarten | The Head Start Pre-Kindergarten teachers will conduct at least two home visits. The Head Start office will provide vicinity mileage travel reimbursements for teachers. |
| | Exceptional | |

| | | |
|---|---------------------------------|--|
| 3 | Student Education (ESE) Support | Parents will be provided with supplementary instructional assistance during the completion of the Individualized Education Plan (IEP) process. |
|---|---------------------------------|--|

Review Rubric:

Strong responses include:

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

Review Status:

Review Comments:

Annual Parent Meeting

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

| count | Activity/Tasks | Person Responsible | Timeline | Evidence of Effectiveness |
|-------|--|--|-----------|--|
| 1 | Develop an agenda, handouts, Power Point presentations and any other pertinent documents | Assistant Principal and Parent Liaison | September | Copy of agenda, PowerPoint presentation, Copy of agenda, PowerPoint presentation, Title I Letter |
| 2 | Created and dispersed handouts | Parent Liaison | September | Flyer with pertinent information and date |
| 3 | Advertise event to parents and community stakeholders | Principal | September | Documentation from Connect-Ed Blackboard System |
| 4 | Create sign-in sheets | Parent Liaison | September | Maintenance of sign-in sheets for meeting and individual classrooms |
| 5 | Maintain accurate record-keeping | Assistant Principal | September | Title I Program box housed in Assistant Principal's office for monitoring purposes |

Review Rubric:

Strong responses include:

- Identification of specific activities or tasks;
- Identification of the person(s) responsible for completing the task;
- Reasonable and realistic timelines; and
- Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

Review Status:

Review Comments:

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

Response: The leadership, faculty and staff of W.J. Bryan Elementary School, in an effort to demonstrate the significance of increasing efficiency to help parents refocus on their mission as parents, will offer parent meetings on a flexible schedule. Our annual meeting for parents of participating children was first offered in September. Hereafter, the

school will schedule parent meetings at a variety of times throughout the day (i.e., 8:30 AM, 2:00 PM and 6:30 PM) with light meals or refreshments served at each time. In addition, our Parent Enrichment Center will offer parent informative meetings, community-based resource workshops, as well as educational meetings at varying times to include morning, midday and evening sessions. The purpose of these sessions is to keep our parents informed about how they can best assist their children with what is taking place in the classroom. The Parent Enrichment Center will be open every school day, from 8:20 AM to 3:20 PM, for parents to pick up materials, learn the purpose of the PEC and the services it offers, and/or meet with other parents or the Parent Facilitator. The Parent Liaison will maintain records of parent participation. The schedule may vary and be flexible based on parent participation.

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 | Florida Standards; Hard Copy of dissemination of materials | District Personnel | Parents will be provided with grade specific information which outlines and identifies the SSS and strategies parents can use to help their child at home. Parents will also be directed to review information posted on the district's website | On-going | Information is recorded in parent communications (i.e., testing information); administration will document dates distributed |
| 2 | Relevant assessments discussed during individuals conferences | Classroom Teachers | Teachers will coordinate individual conferences to discuss each child’s assessment results, expectations, and goals for the school year | On-going | Parent-Teacher Conference Logs |
| 3 | Face-to-face meetings with parents | Assistant Principal | Meetings will discuss content specific data for parents. Information will include grade level proficiency, strategies parents can use at home, and assessment methods | Initiated in September, but is still on-going | Handouts, resource materials |
| 4 | Individual Conferences regarding Technology and access to the Parent | Parent Liaison | Parent Liaisons will provide individual help to parents in how to log-in and access the Parent Portal. This provides participants with an overview of how to navigate their way through the MDCPS system, which offers a wealth of information on how to remain involved in the student learning experience. Discussions include access to research-based software programs, as well as websites listing | Initiated in September, but is still on-going | Sign-in sheets, handouts, agendas, and presentation materials |

| | | | | |
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| | Portal | pertinent information about developments that are school-wide and district-wide. | | |
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Review Rubric:

Strong responses include:

- Description of the content and type of activity including the following:
 - o The state's academic content standards and state student academic achievement standards, State and local assessments including alternative assessments, Parental involvement requirements of Section 1118, and How to monitor their child's progress and work with educators to improve the achievement of their child;
- Identification of the person(s) responsible;
- Correlation to student academic achievement;
- Reasonable and realistic timelines; and
- Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task

Review Status:**Review Comments:****Staff Training**

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

| count | Content and Type of Activity | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness |
|-------|--|--------------------|--|-----------------------------------|----------------------------------|
| 1 | Monthly calendars highlighting the value of parental involvement: A monthly newsletter will be distributed to teachers and parents that includes information on the value of parental involvement will be distributed to parents, faculty and staff. | Parent Liaison | Improve the ability of staff to work effectively with parents by providing examples of best practices for parental involvement | On-going, during faculty meetings | Handouts, presentation materials |
| 2 | Communicating and interacting with parents. | Parent Liaison | Improve the ability of staff to work effectively with parents by providing examples of best practices for parental involvement | On-going, during faculty meetings | Handouts, presentation materials |
| 3 | Building ties between home and school. | Parent Liaison | Improve the ability of staff to work effectively with parents by providing examples of best practices for parental involvement | On-going, during faculty meetings | Handouts, presentation materials |

Review Rubric:

- Content and type of activity including the following:Valuefollowing:
 - Valuing of parental involvement,
 - Communicating and working with parents,
 - Implementation and coordination of parental involvement program,
 - Building ties between home and school,; and
 - Cultural sensitivity;
- Identification of person(s) responsible;
- Correlation to student academic achievement;
- Reasonable and realistic timelines; and

- Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task.

Review Status:

Review Comments:

Other Activities

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

Response: W.J. Bryan Elementary School will continue to expand its present resources available to parents, as well as the number of diversified parent meetings and events.

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 annual meeting of parents in September, W.J. Bryan Elementary School held a general meeting where information was presented about the Title I programs, the curriculum, and academic assessments. Parents were educated about school-wide programs, how to schedule parent-teacher conferences, and opportunities for participation in decision-making process, as it relates to the education of their child. Parents were encouraged to set up meetings with their child's teacher in order to keep abreast of any academic developments and how they can assist at home. To document this, teachers will maintain a School-Parent Communication Log and provide a copy to the administrator who will also maintain documentation on the dissemination of information, distribution methods, and timelines. This paperwork will be collected at the end of the school year. The Parent Liaison also served to enhance this process, by creating and disseminating appropriate flyers, outlining parental opportunities for participation in school and district activities.

Review Rubric:

Strong responses include:

- Process for providing information to parents;

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

Review Status:
Review Comments:

Accessibility

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

Response: Our dedication at W.J. Bryan Elementary School is to establish opportunities for the partaking of parents with limited English proficiency, parents of students with disabilities and parents of migratory children, by ensuring that all school correspondence and communication are in English, Creole and Spanish, as well as by providing translation services, as requested by parents for specific meetings involving parents, teachers, administration and/or any other pertinent staff. In addition, the Parent Enrichment Center will host parent meetings in conjunction with The Parent Academy and will continue to publicize information about the school district.

The school will use different venues such as parent letters, flyers Connect-Ed Blackboard messages, e-mail, personal telephone calls, text messages, informational letters, interim progress reports, report cards, STAR and FAIR reports, Success Maker reports, FSA data results and various data interpretations provided by the Florida Department of Education. In addition, given 48-hour prior notice, parents will have the option to schedule meetings with teachers and/or administrators, to discuss their child's academic progress so that all areas of deficiency can be improved and all areas of strength reinforced under the auspices of the No Child Left Behind Act. The same information will be available the following day for parents who were unable to attend; supplementary materials will be available in the Parent Enrichment Center. Teachers will also maintain close contact with parents regarding monitoring of student progress, and parents will be encouraged to do the same as well.

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:

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 | FSA Standards; Hard Copy of dissemination of materials | 1 | 400 | Parents will be provided with grade specific information which outlines and identifies the standards that parents can use to help their child at home. Parents will also be directed to review information posted on the district's website. |
| 2 | Relevant assessments discussed during individuals conferences | 1 | 60 | Teachers will coordinate individual conferences to discuss each child's assessment results, expectations, and goals for the school year. |
| 3 | Face-to-face meetings with parents | 1 | 60 | Meetings will discuss content specific data for parents. Information will include grade level proficiency, strategies parents can use at home, and assessment methods. |
| 4 | Individual Conferences regarding Technology and access to the Parent Portal | 1 | 60 | Parent Liaisons will provide individual help to parents in how to log-in and access the Parent Portal. |

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

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 | FSA Standards; Hard Copy of dissemination of materials | 1 | 400 | Parents will be provided with grade specific information which outlines and identifies the standards that parents can use to help their child at home. Parents will also be directed to review information posted on the district's website. |
| 2 | Relevant assessments discussed during individuals conferences | 1 | 60 | Teachers will coordinate individual conferences to discuss each child's assessment results, expectations, and goals for the school year. |
| 3 | Face-to-face meetings with parents | 1 | 60 | Meetings will discuss content specific data for parents. Information will include grade level proficiency, strategies parents can use at home, and assessment methods. |
| 4 | Individual Conferences regarding Technology and access to the Parent Portal | 1 | 60 | Parent Liaisons will provide individual help to parents in how to log-in and access the Parent Portal. |

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 | Monthly calendars highlighting the value of parental involvement will be distributed to stakeholders | 1 | 60 | Improve the ability of staff to work effectively with parents by providing examples of best practices for parental involvement. |
| 2 | Communicating and interacting with parents. | 1 | 60 | Improve the ability of staff to work effectively with parents by providing examples of best practices for parental involvement. |
| 3 | Building ties between home and school. | 1 | 60 | Improve the ability of staff to work effectively with parents by providing examples of best practices for parental involvement. |

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 | Time constraints for working parents/guardians. | Distribute a variety of publications that can be disseminated to families and the community. |
| 2 | Key information being shared in the home language of the parent/guardian. | Provide documents and correspondence in tri-lingual format. |
| 3 | Conflicting viewpoints on the role of family in student progress. | Conduct mini-sessions highlighting the school-home connection, through the Community Involvement Specialist. |

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: