**HORIZON MIDDLE SCHOOL Title I, Part A Parental Involvement Plan 2017-2018**

I, Michael Ballone, 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 school wide program plan under section 1114(b)(2) [Section 1118(c)(3)];
* Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school’s parental involvement policy [Section 1118(a)(E)];
* If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
* Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
* Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
* Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

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| **Signature of Principal or Designee** | Date Signed |

**Mission Statement**  
  
Parental Involvement Mission Statement (Optional)

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| **Response:** All the parents of Horizon Middle School will be part of the decision making process of family events that reflect the School Improvement Plan and betterment of all students. |

**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:** Adequate   
  
**Review Comments:**

**Involvement of Parents**  
  
Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

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| **Response:** All parents are invited to participate in the development of the Parent Involvement Plan (PIP) (there will be a sign-in sheet for attendance tracking). Upon completion of the PIP, it will be presented to the SAC parents for the approval. Input from the parents will be documented through surveys and comment sheets, then scanned in for archival purposes. The parents in SAC will oversee the Title I Parent Involvement Plan. The parents are nominated and elected to SAC by the existing SAC parents. The SAC will oversee the implementation and evaluation of the PIP. Parents at Horizon Middle School will be part of the decision making process of family events that reflect the School Improvement Plan (SIP). Additionally, the parents will be working in sub-committees that will assist in the development of the evening events, SAC budget and different Title I activities. Moreover, parents will participate in the decision process of expending the Title I parent funds. SAC Sign-in sheets will be provided as well as electronic and hard-copy surveys. |

**Review Rubric:**  
Strong responses include:

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

**Review Status:** Adequate

**Review Comments:**

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| --- | --- | --- |
| **Create Date** | **Modify Date** | **Comment** |
| 10/22/2014 12:30:57 PM | 03/06/2017 1:51 PM | Input from parents will be documented by: survey, minutes, sign-in sheets, etc. |

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

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| **count** | **Program** | **Coordination** |
| 1 | Title III ESOL | The school and English Language Learner (ELL) representative will provide reading and literature resources to parents and students at various events during the year. |
| 2 | Title X (Homeless) | The FIT Counselor provides clothing from the KIDS Closet program to students and all Families in Transition (FIT) parents are invited to attend all parent meetings at Horizon Middle School. |
| 3 | Title II (Staff Development) | The professional development activities are facilitated and monitored by Horizon Middle resource teachers & district professional development in relation to parent involvement. |
| 4 | IDEA (ESE) | Discuss parent activities and instructional support during IEP meetings with parents. |

**Review Rubric:**  
Strong responses include:

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

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

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

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| **Count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Create a flyer, agenda & PowerPoint, signing sheets, minutes | Annette Kalloo-Title I Compliance | August 2017-October2017 | PowerPoint, agenda, minutes, flyer, signatures |
| 2 | Utilize school messenger to call parents’ home, flyer, agenda, signing sheets, school website | Michael Ballone-Principal, Annette-Kalloo-Title I Compliance, Russell Gould-Assistant Principal | October 2017 | School messenger report |
| 3 | Compile all documents | Annette Kalloo-Title I Compliance | August 2017-May 2018 | Scan documents, upload to LEA and Sharepoint for monitoring |
| 4 | Update school website | Annette-Kalloo-Title I Compliance, Russell Gould-Assistant Principal, Sherlene Woodall-Media Specialist | August 2017-May 2018 | Website, response from parents, attendance at events |

**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:** Adequate   
**Review Comments:**

**Flexible Parent Meetings**

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

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| **Response:** Throughout the year, Horizon Middle School will have various events and activities on a variety of weekly nights and mornings that will be offered at different times. Our 1st annual meeting will be offered the first week of October 2017 during the afternoon and the second annual meeting will be held on another day, in the morning of October 2017. Also, many academics activities are scheduled during the evening. Every 2nd Tuesday of the month the SAC will conduct monthly meetings during the evenings. Parents will report Title I parent news from District Title I meetings, along with school staff relating to SIP and SAC updates. |

**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:** Adequate   
  
**Review Comments:**

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

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Open House | All Admin, Admin Team, All Teachers | Provide parents and students and opportunity to talk with their new teachers, get supplies and uniforms, and obtain materials and syllabus. | August 2017 | Flyer, School Messenger, attendance sheets, marquee, website, Remind |
| 2 | Progress Report Parent Conference Night AND Focus Training/State and Local Assessment Info. | All Admin, Admin Team, All Teachers | Provide parents and students and opportunity to talk with their teachers about their progress thus far and get input on how to increase grades. Parents will learn how to monitor their child’s progress in order to work with educators to improve the achievement of their child. | September 2017-February 2018 | Flyer, School Messenger, marquee, attendance from teachers, wristbands for dress-down day for students attending |
| 3 | Interactive Parent Night-College and Career Florida Standards information | Annette Kalloo-Title I Compliance , Jonathan Motta-AVID Teacher, AVID Site Team | Teacher Increased knowledge on all academic areas as well as information on technology and behavior to increase achievement. Parents will be given Common Core Standards and information on how to apply those standards to their homework and apply for careers and colleges. | August-October 2017 | Flyer, School Messenger, attendance sheets, marquee, website, Remind |
| 4 | Title I Parent Night Session /Morning Session | Annette Kalloo-Title I Compliance | Explain Title I details to all parents, relay the standards, assessment process, and how they can be involved with Title I and HMS | August – October 2017 | Flyer, School Messenger, attendance sheets, marquee, website, Remind |
| 5 | Donuts with Dad | Annette Kalloo-Title I Compliance | Increased bonding time with fathers and reading and doing math problems with dad, encouraging ties with home and school | October 2017- December 2017 | Flyer, School Messenger, attendance sheets, marquee, website, Remind |
| 7 | Muffins with Mom | Annette Kalloo-Title I Compliance | Increased bonding time with mothers and reading and doing math problems with mom, encouraging ties with home and school | October-December 2017 | Flyer, School Messenger, attendance sheets, marquee, website, Remind |
| 8 | Read under the Stars | Annette Kalloo-Title I Compliance, Sherlene Woodall-Media Specialist, ELA Teachers, Admin | Students will get together during the Book Fair and eat snacks with their families while reading books. Reading strategies will be provided from Reading teachers. The students will have a book swap, book cover contest, and various literacy activities for parents to use at home. | September 2017- December 2017 | Flyer, School Messenger, attendance sheets, marquee, website, Remind |
| 9 | Career Night | Annette Kalloo-Title I Compliance, Jonathan Motta-AVID Coordinator AVID site team, AVID students | Parents and students will receive an opportunity to learn about new or existing careers and engage in conversation of the position’s daily activities and focus on future educational plans and programs of study, also High School information for IB program, ROTC, and other areas special to High School | November 2017-March 2018 | Flyer, School Messenger, attendance sheets, marquee, website, Remind |
| 10 | Hispanic Heritage Night | Health Teacher, Spanish Teacher, Annette Kalloo-Title I Compliance, Admin Team | Parents will be attend to attend a family night that includes student presentations, arts presentations, ethnic food, health care information, education on Spanish culture and countries and interactive academic activities. | August 2017-November 2017 | Flyer, School Messenger, attendance sheets, marquee, website, Remind |

**Review Rubric:**  
Strong responses include:

* Description of the content and type of activity including the following: 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:** Adequate   
  
**Review Comments:**

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

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Cultural Sensitivity Training | Annette Kalloo-Title I Compliance | Provide staff information on cultural diversity and the link to instruction. | October 2017-November 2017 | Attendance sheets, PowerPoint, agenda |
| 2 | Different levels of Parent Involvement and requirements of Section 1118 | Annette Kalloo-Title I Compliance | Provide information about the 5 levels of parent involvement & parent rights. | October 2017-November 2017 | Attendance sheets, PowerPoint, agenda and evaluation |
| 3 | Value of parental involvement during PLC, teacher's grade level meetings. Teachers & staff will be provided info on parent involvement. | Annette Kalloo-Title I Compliance | Faculty & staff will have awareness and resources. Also, improve their ability to work with parents. | Monthly basis | Signing sheets, agenda, flyer |
| 4 | Implementation and coordination of parental involvement program overview/training. | Leadership Team | Parent and staff awareness of academics and progress monitoring. | Ongoing | Meeting notes, agenda, attendance |
| 5 | Communication and working with parents | Annette Kalloo-Title I Compliance | Provide various topics for teachers & staff to discuss. Components of the Compact will allow parents the understanding of specific academic terms. | Ongoing | Signing sheets, agenda |
| 6 | Building ties between home and school, overview training | District Title I Resource Teachers | Link home and school (PMP) strategies with parent involvement. | Ongoing | Agenda, meeting notes, and signing sheets |

**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:** Adequate   
  
**Review Comments:**

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

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| **Response:** Horizon Middle School will offer and support parents through academic progress report nights. Certain nights will be dedicated to different subject areas in order for parents to learn how to help their child's academic progress. The event will be facilitated by all teachers, staff and administration available to attend and support. Flyers will go home to parents as well, an update in the school newsletter, school website, information on the school marquee, as well as the School Messenger calling system prior to the event. Families will have the opportunity to ask questions and will be provided with unlimited resources of materials. To record attendance, parents will sign in and students will be given their child’s progress report. Students will also receive a dress-down day pass to show that they were in attendance. This event will take place in the 1st and 3rd 9 weeks. There will also be a parent resource area located in the front office in order to provide detailed information about our/district Title I services. We will also send home information through the guidance department regarding various events and resources that families can use to assist with academics and behavioral issues. |

**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:** Needs more information or clarification  
  
**Review Comments:**

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| **Create Date** | **modifyDate** | **Comment** |
| 10/22/2014 12:30:57 PM | 03/06/2017 3:23 PM | Please add the type of activity, specific steps necessary to implement the activity, person responsible, timeline, and description of evidence. |

**Communication**

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

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

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| **Response:** All parents will receive information monthly about Title I programs through letters or newsletters via backpack (every nine weeks-quarterly), Iris out-dial calls, marquee sign, and flyers given out during school events. Description and explanation of the curriculum at the school will be provided through every teacher within their syllabus or course description. All measures and expectations that need to be met will be specified in newsletters that will be sent home with the students. If requested by parents, they can formulate suggestions on the letters and send in the information with their student the following school day. All comments and suggestions will be included in meeting minutes as well as discussed during new or old business in the meeting agenda. |

**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:** Adequate   
  
**Review Comments:**

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| **Create Date** | **Modify Date** | **Comment** |
| 10/22/2014 12:32:34 PM | 03/06/2017 3:23:39 PM | Please add a specific timeline. |

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

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| **Response:** Horizon Middle school will provide full opportunities for participation in parental involvement activities by sending information via backpack, email, text message, Iris out dial, and newsletters. Information will also be located during the time of the event on the marquee outside of the school. All information will be written in English and Spanish for the parents with limited English proficiency. Resource teachers and staff will be available for questions and understanding of material for parents with disabilities or difficulties. SAC meetings are also open once a month for all parents to attend where information will be shared through an agenda as well as saved on monthly minutes. Parents will be able to ask questions and give input during discussions. All school reports will be presented at SAC meetings as well as information related to school and parent programs. |

**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:** Adequate   
  
**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:

X 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.

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| [Uploaded Document](file:///C:\Users\kallooan\Downloads\fileUploads\490341_2014-2015_uploadEvidenceParentInput.pdf) |

**Review Rubric:**

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

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

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| [Uploaded Document](file:///C:\Users\kallooan\Downloads\fileUploads\490341_2014-2015_uploadCompact.docx) |

**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:** Adequate   
  
**Review Comments:**

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

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

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| [Uploaded Document](file:///C:\Users\kallooan\Downloads\fileUploads\490341_2014-2015_uploadCompactEvidence.pdf) |

**Review Rubric:**

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

**Evaluation of the previous year's Parental Involvement Plan**

**Building Capacity Summary**

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

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |

**Review Rubric:**  
Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

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

**Staff Training Summary**

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |

**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 current school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |

**Review Rubric:**  
Strong responses include:

* Identification of barrier which hindered participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); and
* Description of how the LEA will use the information gathered from the evaluation to design strategies for more effective parental involvement policies described in Section 1118.

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

**Best Practices (Optional)**

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

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

**Review Rubric:**  
Activities described in this section should be correlated to student achievement and include sufficient detail that another LEA or school could use the information to develop a similar program.

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