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

**Assurances**

Innovations agrees to:

* Be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
* Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(a)(3)(B)];
* Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
* Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118(b)(1)];
* Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school’s parental involvement policy [Section 1118(a)(2)(E)];
* Inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Centers (PIRC) in Florida, i.e., PIRC of Family

Network on Disabilities in Florida (FND) and PIRC at University of South Florida (USF) [Section 1118(g)];

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

**Parental Involvement Mission Statement**

The mission of Shingle Creek Elementary School is to lead our students to success with the support and involvement of families and the community.

1. Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)]. Include information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].

Shingle Creek Elementary School will utilize the members of our School Advisory Council (SAC) and our Parent Teacher Association (PTA) in the planning, reviewing and improvement of our Title I Program and School Improvement Plan. During the development of the School Improvement plan, parents will have input in the planning of school wide events and trainings as well as input in to how parental involvement funds will be used and allocated. The involvement of Shingle Creek Elementary School’s parents will be documented through sign-in sheets and minutes taken from meetings. In addition, we will conduct an annual Title I Parent meeting to familiarize Shingle Creek Elementary School’s parents with information regarding Title I funds, policies and procedures.

1. 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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| **Program** | **Coordination** |
| VPK | The Shingle Creek Administration, and VPK teacher will work together to coordinate a parent orientation and student transition program for students entering the regular public school program. This will include meetings |
|  | with parents and our kindergarten team to discuss policies and procdures for kindergarten as well as the specific learning needs and expectations for kindergarten students. |
| Kindergarten Home  Visits | The Shingle Creek Administration, and Kindergarten teachers will attempt to meet with Kindergarten students and parents before school starts in August. |
| Meet the Teacher | The Shingle Creek Elementary School Leadership Team and teachers will plan and advertise this event. |
| Open House | The Shingle Creek Elementary School Leadership Team and teachers will plan and advertise this event. |
| Curriculum/Assessment Night | The Shingle Creek Elementary School Leadership Team and teachers will plan and advertise this event. |
| Extended Media Center Hours | The Shingle Creek Elementary School Leadership Team and Media Specialist will plan, advertise, and supervise this activity. |
| Report Card  Conference Nights | The Shingle Creek Elementary School Leadership Team will plan and advertise this event. |

1. 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 education services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

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| **Activity/Task** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| Planning of Title I  Annual Meeting | Title I Contact | 07/2015 | Parental Involvement Plan draft submission |
| Annual Title I Parent  Meeting Connect Ed Message | Title I Contact | 09/2015 | Connect Orange print out |
| Reminder Flyer for Annual Meeting | Title I Contact | 09/2015 | Dated copy of the reminder flyer |
| Prepare Annual  Meeting Presentation | Title I Contact | 09/2015 | Power Point Presentation, handouts, sign in sheets, and agenda |
| Conduct Annual Meeting | Title I Contact | 09/2015 | Power Point Presentation, handouts, sign in sheets, and agenda |
| Maintain Title I | Title I Contact | 09/2015 | Scan and upload Power Point |
| Annual Parent  Meeting  Documentation |  |  | Presentation, handouts, sign in sheets, agenda, and pictures of advertisement |

1. 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)].

Shingle Creek Elementary School will provide monthy meetings and events with alternating times to include morning and evening attendance opportunities. Parents/Guardians will be encourage to share translation, transportation and childcare needs with the Shingle Creek Elemtary schoo Staff members before scheduled meeting so that interpreters can be invited, bus passes could be purchased using Title I funds and so that child care could be arranged.

1. 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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| **Content and Type of Activity** | | **Person Responsible** | **Correlation to Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
|  | Parent Mini  Workshops through  Parent Leadership  Council meetings | Administration,  Compiance Teacher | Provide mini-workshops on how to assist their children at home. | September,  November,  January,  March | Sign-in sheets,  Parents feedback |
|  | Make and Take Night | Coaches and  Classroom Teachers | Provide information to parents on how to assist their children in core subject areas. | November 2015 | Sign-in sheets, Parents feedback |
|  | Curriculum Night | Administration,  Classroom Teachers | Parents will be provided with grade level specific materials and how to flyers that document and identify strategies parents can use at home. | Throughout the year | Sign-in sheets, Parents feedback |
|  | Avid Parent Night | 5th Grade Teachers, | Conduct AVID Parent Night | January | Sign in Sheets |
|  |  | Administrators | and Student Information Sessions to familiarize parents and student with the program and how it assist student with college and career readiness. | 2016 | Parent feedback |
|  | Math and Science Night | Pre-K Thru 5th grade teachers | Provide fun, engaging activities for parents to implement at home. | February 2016 |  |
|  | Extended Media Center Hours | Media Specialists | Media Specialist will assist parents and students in finding grade specific reading materials. | October  2015-May  2016 | Sign in sheets, checked out materials |
|  | Report Card  Conference Night | Administration and Teachers | Each teacher will provide expectations of student achievement; what students need to know and be able to do. Teachers will also provide parents with resources to use at home. | October  2015,  January,  April 2016 | Sign up sheets |

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

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| **Content and Type**  **of Activity** | **Person**  **Responsible** | **Correlation to Student**  **Achievement** | **Timeline** | **Evidence of Effectiveness** |
| Parental  Involvement  Staff Training | Title I  Coordinator | Administration will provided training for best practices for parental involvement | August –  October  2015 | Sign –in sheets, Reflections |
| The  Importance of  Parental  Involvement at  Shingle Creek  Elementary | Title I  Coordinator | Administration will identify ways that parents can assist with student learning both at home and at school. | October 2015 |  |

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

Through Title I, Shingle Creek Elementary will invite parents to the Title I Resource

Center, recruit parent volunteers to assist in the classrooms. Through Parent Leadership Council meeting, Shingle Creek Elementary will provide mini workshops to assist parents in helping their children at home. Adult ESOL classes will also be offered. Starting October 2015, the media center will have extended hours twice a week in order for parents and students to use available resources. The school administration, along with instructional coaches, determine the need for parent building capacity activities and plan for these. These activities are delegated to coaches as well as to teachers. Parents are invited via School Messenger, notices placed on the marquee and flyers. Parent comments and surveys are used to determine effectiveness. Parenting workshops during our PLC meetings will address topics such as Why Attendance Matters, How to Help Your Child at Home and Why it is Important to be Organized are addressed within our Parenting Classes. For Parent Conferences, parents are sent home a signup sheet in which they can select the time they would like to come and visit the school for a conference to discuss their child's academic success. All of these activities are monitored by the school's administration.

1. 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 also submit the parents’ comments on the plan that will be available to the local education agency [Section 1118(c)(5)].

The school will inform parents of curriculum, assessments, meetings, student progress and Title I programs at the beginning of the year during the Title I Annual meeting. Parents will also be informed of important information via School Messenger,school's website, and flyers. The school also sends home monthly newsletters with grade level, administration and resource teacher submissions. The newsletter also contains important updates and events. The leadership team will conduct trainings involving parents in the types of assessments that are used at the school. Parents will be able to see the types of questions asked and how each assessment is scored. When feasible, translations will be provided in

Spanish and Creole. At the Title I End of Year Meeting, parents will be asked for

suggestions on the evaluation form. Suggestions for the new Parent Involvment Plan which was obtained during the end of year Title I meeting will be shared with parents during the Title I Annual Meeting. These results are compiled and shared with the staff and district. Parents will also be asked to assist in SAC and PTA. Planners provided to studens are used by the teachers and parents for the home school connection. Parents access to Progressbook is given so that parents may view their child's academic progress online.

1. 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)].

A variety of parental involvement activities will be planned to ensure that each parent has the opportunity to participate. When feasible, flyers and newsletters are translated in Spanish and Creole. School Messenger communications are sent in English and Spanish; Creole when feasible. At meetings, the use of language translators are used so that parents are able to hear the information discussed in the native language. Steps will be taken to ensure disabled parents have access to school events and or information. District support personnel will be available to assist parents who have disabilities (visual, physical, deaf).

**Discretionary School Level Parental Involvement Policy Components**  Check here if the school does not plan to implement the discretionary activities.

Check all activities the school plans to implement:

* Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];
* Providing necessary literacy training for parents from Title I, Part A funds, if the school has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)];
* Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1118(e)(8)];
* Training parents to enhance the involvement of other parents [Section 1118(e)(9)] ;
* Maximizing parental involvement and participation in their children’s education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)];
* Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and
* Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].

10. Describe how each discretionary activity checked above will be implemented.

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| **Activity** | **Description of**  **Implementation**  **Strategy** | **Person Responsible** | **Correlation to Student**  **Achievement** | **Timeline** |
| Maximizing parental involvement and participation in their children’s education by arranging school meetings at a variety of times, or conducting inhome conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)]; | Parent Teacher conferences during different times of the day and/or conduct Parent/Teacher conferences via telephone when parents are not able to attend meetings. Provide parents with important  information during  PLC, SAC and  PTA meetings. | Title I contact,  Principal,  Assistant Principal | Student Achievement is increased with more parental involvement | On going |

**School-Parent Compact:**

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

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

**Adoption**

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

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

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(Signature of Authorized Representative) (Date)

Provide evidence that this policy/plan has been developed with the input from parents and based on the review of the 2014-15 PIP.

# Review of 2014-2015 School Parental Involvement Policy/Plan

1. Provide a summary of activities provided during the 2014-2015 school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

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| **Content and**  **Type of**  **Activity** | **Number of Activities** | **Number of Participants** | **Correlation to Student Achievement** |
| Extendia Media Hours | Weekly |  |  |
| AVID Night | 1 | 72 | Provided parents information on how students should organize themselves and study to better prepare them for college. |
| Parent Conference Night | 1 | 515 | Parents were provided with grade level specific flyers that document and identified strategies parents can use at home. |
| Math and Science Night | 1 | 133 | Parents were provided with grade level specific flyers that document and identified strategies parents can use at home. |
| Raising  Responsible Children | 1 | 2 | Parents were provided with grade level specific flyers that document and identified strategies parents can use at home. |
| Literacy Night | 1 | 152 | Parents were provided with grade level specific flyers that document and identified strategies parents can use at home. |
| Transition Night | 1 | 105 | Parents were provided with grade level specific flyers that document and identified strategies parents can use at home. |

1. Provide a summary of the professional development activities provided by the school during the 2014-2015 school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

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| **Content and Type of Activity** |  | **Number of Activities** | **Number of Participants** | **Correlation to Student Achievement** |
| Parental Involvement Modules | 4 |  | 80 | Increase student achievement by identifying ways that teachers can communicate and work with parents to build stronger connections between the school and home |

1. Describe the barriers that hindered participation by parents during the 2014-2015 school year in parental involvement activities. Include the steps the school will take to during the 2015-2016 school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

School Level PIP Review

# Review of 2014-2015 School Parental Involvement Policy/Plan

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| **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| Working Parents (all subgroups) | Offer meetings and workshops with flexible scheduling. |
| Limited English Proficiency | Offer English Literacy Classes at the school. Offer translations of documents and translators at workshops and meetings. |
| Parent and Community Involvement (all subgroups) | Hold a volunteer and Partner’s in Education Appreciation Breakfast to continue to promote community involvement. Promote the Parent Academy through Tittle I, and build capacity mini workshops for involving parents. Provide transportation for students and parents to these events when feasible. |

4. Describe the parental involvement activity/strategy implemented during the 20142015 school 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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| **Content/Purpose** | **Description of the Activity** |
| Curriculum based and building capacity activites. | Parents were given ideas on how to engage their students at home as a way to extend the instruction provided at school. Parents were also invited to mini workshops that addressed topics such as; attendance, studying habits, the importance of reading and culture to deepen their understanding in these areas that can affect student achievements. |

School Level PIP Review

**School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

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| **Policy/Plan Components** | **YES** | **NO** |
| **2014-2015 Plan Review** | | |
| Was evidence adequate to demonstrate that the PIP was developed jointly with and agreed upon by parents of children participating in Title I programs? |  |  |
| Is the PIP written in an understandable format and provided in a language parents can understand? |  |  |
| Were revisions/updates to the plan made based upon the review of the 2014-2015 plan? Did the school address the barriers identified in the review? |  |  |
| **LEA Policy Mission Statement** | | |
| Mission statements are written concisely, free of jargon, and parentfriendly 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 values of the LEA. |  |  |
| 1. **Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)]. Include information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].** | | |
| Strong responses include:   * Identification of the group responsible for the planning, review, and improvement of the Title I program; * Description of the procedures selecting members of the group; * Explanation of how input from parents will be documented; and * Description of the process for schools to involve parents in the development of the required plans; and * Includes information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)]. |  |  |
| 2. **Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home to the extent feasible and appropriate (including but not limited to other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public**  **preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI) [Section 1118(e)(4)].** | | |
| Strong responses include:   * Identification of the specific federal program; and * Description of how the programs were coordinated. |  |  |

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| 3. **Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school’s Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental education services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)]**  **.** | | |
| 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. | | |
| 4. **Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].** | | |
| 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. |  |  |
| 5. **Describe how the school will implement activities which will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their children to improve their children’s academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].** | | |
| Strong responses include:   * Content and type of activity including the following: * The state’s academic content standards and State student academic achievement standards, * State and local academic 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 person(s) responsible; * Reasonable and realistic proposed timelines; * Correlation to student academic achievement; and * Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task. |  |  |

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| 6. **Describe the training for staff the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools [Section 1118(e)(3)].** | | |
| Strong responses include:   * Content and type of activity including the following: o Value of parental involvement, o Communicating and working with parents,   + Implementation and coordination of parental involvement program,   + Building ties between home and school, and o Cultural sensitivity; * Specific correlation to student achievement; * Reasonable and realistic timelines; and * Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task. |  |  |
| 7. **Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].** | | |
| 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. |  |  |
| 8. **Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:**   * **Timely information about the Title I programs [Section 1118(c)(4)(A)];** * **Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency**   **levels students are expected to meet [Section 1118(c)(4)(B)]; and**   * **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)].**   **Note: If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will also submit the parents’ comments on the plan that will be available to the local education agency [Section 1118(c)(5)].** | | |
| Strong responses include:   * Process for providing information to parents; * Dissemination methods; * Reasonable and realistic timelines for specific parent notifications; and |  |  |

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|  Description of how the school will monitor that the information was provided. |  |  |
| 9. **Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the LEA 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)].** | | |
| Strong responses include:   * Process for translating information into a parent’s native language; * Description of how the school will ensure that parents with disabilities 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 that information will be routinely provided; and * Process the school will use to monitor the dissemination of information to parents. |  |  |
| **10. Describe how each discretionary activity checked will be implemented.** |  |  |
| **Strong Responses Include**:   * Content and type of activity including the following: o Involve parents in the development of staff training, o Provide literacy training,   + Pay reasonable and necessary expenses to conduct parental involvement activities,   + Train parents to help other parents, o Maximizing parent participation,   + Adopt and implement model parental involvement programs, or   + Develop roles for community organizations and/or businesses in parental involvement activities; * Description of the implementation strategy; * Identification of person(s) responsible; * Correlation to student academic achievement; and  Reasonable and realistic timelines. |  |  |
| **School-Parent Compact** | | |
| **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— o 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 of the 2010-2011 Policy/Plan** | | |
| Did the school include a copy of the review of the 2010-2011 policy/plan? |  |  |
| Did the review include all required components?   * A summary of the results of the activities conducted for parents; * A summary of the staff training activities; * 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 school will use the information gathered from the review to design strategies for more effective parental involvement policies. |  |  |

**Additional Comments or Concerns:**

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