## SPOTO HIGH SCHOOL Title I, Part A Parental Involvement Plan

I, David New , 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)].

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

**Mission Statement**

Parental Involvement Mission Statement (Optional)

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| **Response:** |

**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:** Parents are encouraged to participate in our SAC meetings, conference nights, and other Spoto events by a variety of methods, such as newsletters, Parent Link calls, the Spoto Family listserve, and engagement in online social netorks. The SAC committee is comprised of members of the school, community, and families. All SAC meetings are guided by an agenda and minutes are recorded and placed as documentation in the T.A.S.K box. Parental Involvement is documented in the agenda and minutes. SAC members are also sent a copy of the SAC minutes each month. An invitation to attend our SAC meeting and Annual Review Meetings will be posted on our website, Tweeted, posted on Edsby and sent to the parents on the email listserve. Invitations to participate in SAC are also shared during our Open House, grade-level orientations, and conference nights. Parents are encouraged to join our PTA, SAC Team, PIP Committee, and the Spartan Booster Club, as well as to attend events such as Spoto Kickoff, a cluster of workshops held twice a year that enable parents to better understand the educational opportunities we offer to our students. Parents are also involved in volunteer opportunities with JROTC that consist of chaperoning of competition and providing support for JROTC students to reach their academic goals. Parents have reported a preference for electronic communication with Spoto, therefore parental input is also sought via email discussion, Spoto's Twitter link, the parental input survey (posted on Edline and Twitter). In the 2013-14 school year, we aimed to increase and improve school-parent communication via our school website, as that is what parents have said that they want.   The Title I Parent Involvement Budget will be developed based on the input of our SAC members then voted on at the SAC meeting and will be included in the TASK box. Our Title 1 Parent Teacher Student Compact is also created with input from the SAC team. Support for other parental activities will be reviewed by the SAC members throughout the school year.   The Title 1 Annual Meeting is held to disseminate information regarding district, state, and federal guidelines as they pertain to Title 1 and NCLB. Both the SAC meeting and the Title I Annual Meeting are times when the parents and committee members discuss goals for the Parent Involvement portion of the School Improvement Plan. |

**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 | English Language Learners ( ELL) | The ELL Resource Teachers and Paraprofessionals, along with the Parent Liaison, will inform ELL parents and guardians about the many resources available at the school, community and district level during meetings held to gauge the assessment of individual student progress. Parent contact between ELL staff and parents is made on a weekly basis. ELL Staff will review opportunities for parents to get involved with their child’s education. |
| 2 | Exceptional Student Education (ESE) | The Exceptional Student Education department, including the Parent Liaision, will inform parents of ESE students of educational opportunties at the school, district, and state level through on-going contact with parents and during Indvidual Education Plan meetings. ESE parents are encouraged to be involved with their children's education and to participate in all school events. |

**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 Agenda and plan of action for the Title 1 Annual Meeting | Parent Contact / Title 1 Liaison/ Administration | October | Agenda sheet/ planning notes |
| 2 | Invitations for Annual Meeting/ Parent Link Advertisement | Parent Contact/ Administration/ Parent Link Contact / Website Contact | October | Flyer for Annual Meeting/ Invitation posted on website/ copies in Task box/ invitation sent via Parent Link. |
| 3 | Post flyer and overview of brochure on the school website and send home with students. | Parent Contact/ Title 1 Liaison/ Administration | October | Copies of flyer in Task Box/ posted on website/ distributed to students |
| 4 | Invite parents to SAC meeting for inpute | Parent Contact/ Title 1 Liaison/ Administration | September /on-going | Compact copy on website / Task Box |
| 5 | Distribute Title I brochure and District Parent Involvement Policy brochure | Parent Contact/ Staff | October | Copies of completed comment section, TASK box |
| 6 | Maintain Documentation | Principal/ Assistant Principal/ Title 1 Liaison | September-end of school year | Title 1 TASK documentation box for monitoring purposes |
| 7 | Develop Sign-in Sheets | Parent Contact / Title 1 Liaison/ | September | Sign in Sheets for Meeting |

**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:** Spoto High School will offer flexible meetings and/or workshops throughout the school year. We will make an effort to provide alternative meeting dates and times by scheduling on a variety of days, and times. Parent survey results, content from online discussion, and content from email discussion will be reviewed to determine best times. All family members will be encouraged to participate at various meetings.     August- Freshman Orientation/ Open House Meeting(evening)  September- Conference Night/ (afternoon/evening)  September-May SAC Meetings- 2nd Tues of each month   October- Title 1 Annual Parent Meeting/ Data Summary/PTA (evening, two sessions for flexible timing)  October- Senior Parent Night (evenings)  November- Homecoming Parent Involvment Outreach  November- Great American Teach In (daytime)  December- Conference Night (afternoon/evening)  February- Conference Night (afternoon/evening)   March- Third Annual Spring Jubilee   April- Conference Night  May- Conference Night  May- Senior Award Night  May- "Romeo and Juliet in American"   June- Graduation |

**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 | Curriculum & Assessments/ Freshmen Orientation, Open House, Progress Report Nights | Administrative Team, Guidance, and Faculty & Staff | Parent Involvement , Improve Student Achievement scores | September- May | Survey/Sign-in sheets |
| 2 | Parent Workshops (Freshman Orientation and Spring Jubilee) | Adminstrative Team, Guidance, Faculty & Staff | Parent involvement/Provides Information on educational requirements and opportunities | August & March | Survey/Sign-in sheets |
| 3 | Email/Edsby discussions with Spoto family listerserve/on-line discussion via social networks | Parent Involvement Contact, Guidance, Adminstrative Team | Allows for parental input, Parent Involvment, Provides parents with information on upcoming academic events and how to prepare their children for those events | August-June | Copies of email/online discussion & surveys |
| 4 | Each teacher provides expectations of studnet achievement, what studnets need to know and be able to do and activities parents can use at home | Administration & Faculty | Provide information to parents on expectations and how parents can help their children. | September | Survey |
| 5 | Post High school options and the college application process/ Senior Parent Night, | Guidance Dept, College & Career Counselor, Admin. | Increase post-secondary education experiences and Parental Involvement | October through May | Sign-in Sheets |
| 6 | Title 1 and NCLB Requirements/ Annual Title 1 Parent Meeting | Principal, APC, PI Contact, Title 1 Liaison/ Admin | Parent, Student and Family Involvement | October | Survey |
| 7 | Title 1 and NCLB Requirements / Budget and Data Review With SAC | APC, Title 1 Liaison/ Admin, SAC Chair | Improve Achievement scores | October/November | Survey/Sign-in sheets |

**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 | Creating Family Friendly Schools/ Faculty Workshop | Title 1 Liaison/ Admin, Principal, APC | Staff will be trained in how to foster communication with families in culturally appropriate, welcoming ways that seek to understand what barriers our families have to being fully involved in education. When staff understands how to connect with families, students will benefit from the resulting communication and alliance between our school and families. | Fall | Survey/ Sign-In Sheets |
| 2 | PLC’s to improve the staff’s ability to work with families/Power PLCs | Staff | Staff will use PLCs to discuss what challenges our students face and how to bring our families into the development of soultions to these challenges. Teachers can swap ideas on what works best when meetinmg our students needs and building connections between school and our families. | September-May | Sign-in Sheets/ Meeting Notes |
| 3 | Book study, OSPD | TIF Coordinator, Staff | This book, to be identified on 10-1-13, will adress school staff and student needs as identified by our School Improvement Plan. | Fall | Sign-in sheet/OSPD log/Participant feedback |
| 4 | Disability Training | ESE staff | During Disability Awareness month, the ESE department will illuminate and interpret the complex challenges faced by our students who have disabilities. During a full staff meeting, staff will be shown how to best facilitate learning for ESE students by avoiding the pitfalls of stereotyping and negative assumptions about student behavior. The result will be increased continuity of student learning and less classtime wasted on negative interactions with students. | October | Sign-in sheets |
| 5 | Lunch and Learn | Reading Coach & Resource teacher/English Dept. head, other staff | These sessions will increase student engagment by training teachers on instructional strategies such as those used in Kagan and CRISS | October-May | Sign-in sheets |
| 6 | Instructional Leadership Team | ILT team members, entire spoto staff | The ILT will identify trends in student achievement and student need and design trainings for teachers in order to meet those needs. | August-May | Sign-in sheet |

**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:** Parent Resource Center  Parent resources will be made available via our Parent Liaison Contact Person in the Guidance area and our Success Center. The resource center will be open throughout the school day, August- June. Parent Resource Team, Parent Resource Liaison, Guidance Department Head, and our SERVE Team Liaison will be responsible for maintaining the Parent Resource Center. Sign-In Sheets will be utilized as evidence and surveys will be administered periodically to guide the needs of the center. |

**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:** The process of disseminating information to parents includes calendars, school newsletters, flyers, marquee, school website, web calendar, webpage with up to date announcements, Parent Link, Edline, Twitter, the Spoto Family email listserve, and ongoing meetings throughout the year.    The Freshman Orientation was a Welcome Meeting with our new families. Items covered included the District handbook, Title 1 information, an overview of the curriculum, behavioral and academic expectations and opportunities for the family to get involved with our school. The Open House for all students focused on classroom visits. Parents had the opportunity to follow their child's schedule.   Conference Nights and the SAC meetings will be offered to encourage Parent Participation. Agenda items may include: Title 1 Compact, Edsby, Parent Link, other Spoto family events, and the importance of joining the Spoto Family listserve and of visiting our School Webpage. At the Title 1 Annual meetings we will encourage our parents to get involved with our SAC team. The SAC meeting dates will be made available to the parents via all methods listed above.     Parent Link is used to convey important information to the parents in addition to the School newsletter, Twitter, and the Spoto Family email listserve. Our Website will be updated and improved. These forms of communication are used to inform our parents of important Spoto Family events. Some of the meetings include: Freshman Orientation/ Open House, Title 1 Annual Meeting, Senior Meeting, Kickoff meetings and other various meetings. Edsby and the school website are other resources that are used to communicate with the parents. Edsby allows parents and students to access current grades in their classes on a regular basis. The school website will be kept current with all pertinent academic information and upcoming events concerning the students.    The school will monitor that the information is being provided to the parents by conducting surveys throughout the year with parents. At the end of the year a review of all Communication methods will be conducted to ensure parental participation. |

**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:** Required district forms and publications are provided in English and Spanish to parents as needed. The ELL Team provides translation to parents as needed (flyers and Parent Link), and parents are invited to come to school for translation of any written school communication. The ELL team and appointed faculty members that are able to translate are available during school hours and scheduled conference nights for parents as needed.     Parents and guardians of students in the Students with Disabilities program are sent advance notice to attend their child's Individual Education Plan (IEP) meeting and if a parent needs assistance, it is provided upon request. |

**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:

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| **count** | **Activity** | **Description of Implementation Strategy** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** |
| 1 | Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)]. | Community members, businesses and other organizations will be invited to become involved in the implementation of school improvement strategies | Administration, SAC, Parent Involvement Committee | Improved relationships with these groups will lead to increased student achievement | September- May |

**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\slateau\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.IE5\KY7W6NR4\fileUploads\290043_2014-2015_uploadEvidenceParentInput.docx) |

**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\slateau\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.IE5\KY7W6NR4\fileUploads\290043_2014-2015_uploadCompact.docx) |

**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\slateau\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.IE5\KY7W6NR4\fileUploads\290043_2014-2015_uploadCompactEvidence.docx) |

## 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** |
| 1 | Freshman Orientation/Open House- | 1 | 209 | New Spoto families had the opportunity to learn that Spoto school culture is about unity-between students, families, and staff- and both personal and academic achievement. Students and parents learned, in concrete terms, what students must do to be successful at and involved in Spoto. High School. |
| 2 | Four Conference Nights | 4 | 300 | Conference Nights enabled parents and students to be updated on academic progress and to be reminded of all of the opportunity for success and involvement we have at Spoto. |
| 3 | SAC meetings | 7 | 15 | SAC meetings are an opportunity for parents to advise the school on how to best serve the student body |
| 4 | Title I and NCLB Requirements for Annual Parent Meeting and data review with SAC | 1 | 4 | The Title I meeting and data review informs parents of their rights, opportunities for engagement, our school’s academic progress and it serves as a forum for parents to provide feedback to the school. |
| 5 | Relay for Life Events | 2 | 150 | Relay for Life events bring the Spoto community together to raise awareness of and funds for fight cancer. It is a great way to teach our students how to give back to the community and serves as a bonding mechanism between parents, students, and staff. |
| 6 | 2nd Annual Spring Jubilee | 1 | 100 | The Spring Jubilee is a whole-family event Spoto holds in the Spring to offer academic and extracurricular information. It is a carnival-like atmosphere with entertainment for Spartans of all ages- from preschoolers to grandparents. We also invite future Spartans from our feeder schools. |
| 7 | Email Discussions with Spoto Family listserve/Twitter | 1 | 70 | The Spoto family listserve is a method by which information about upcoming academic events is shared with parents, as well as a vehicle through which parents can communicate with Spoto and one another and offer suggestions for Spoto’s continuous improvement. Twitter is also used for this purpose. |
| 8 | Edsby and weekly Progress reports | 30 | 1100 | On a weekly basis, every student at Spoto receives a Progress Report for progress monitoring purposes. Additionally, Spoto teachers have embraced Edsby as platform to enrich their class activities and communicate with students and parents on an on-going basis. |
| 9 | ROTC Activities and Competition | 7 | 158 | ROTC offers a structured community in which Spoto students learn personal responsibility and responsibility to the Spoto community. Some of our students who have come to Spoto with social difficulties or who may not have a history of academic success have learn strategies for personal and academic excellence through ROTC. These events celebrate those student achievements. |
| 10 | Band/Boosters/Football | 34 | 300 | Band, boosters, and football promote student achievement in various ways, such as by building community, recognizing student achievement, and by building pride via competition. |

**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** |
| 1 | Instructional leadership team | 16 | 15 | The ILT is an across content PLC in which school-wide trends are identified by examining selected student work and analyzing the effectiveness of instruction. Ideas for improving instruction are swapped between departments and based on concrete evaluations of what works for our Spot students and what does not work. |
| 2 | Lunch and Learn | 7 | 15 | Lunch and Learns are monthly faculty Training session in which staff have the opportunity to learn about new strategies to increase rigor and engagement in the classrooms. |
| 3 | PLC | 120 | 100 | Our strong PLCs collaborate weekly to review data and to produce engaging lessons to promote measureable academic success. |
| 4 | Kagan | 1 | 6 | The Social Studies department participated in a department Kagan training this summer to enhance student engagement. |
| 5 | Engagement strategy mini-trainings during faculty meetings | 8 | 100 | These 5-10 minutes session introduce faculty to engagement strategies, such as Kagan or CRISS strategies that they can easily implement in a variety of lesson in order to increase student engagement. |
| 6 | OSPD Book Study: The Highly Engaged Classroom | 2 | 6 | High engagement is correlated with high rates of academic achivement |

**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** |
| 1 | Time (Faced by our low-income and single parent families) | Time is the major impediment to Parental Involvement. In the coming school year, we will plan events with flexible timing, as has been done with Spring Jubilee and the Title I Annual meeting. The school will also provide multiple methods to communicate and engage with the Spoto community, as we have done with our electronic communication methods. |
| 2 | Engagement (Primarily faced by our low-income African American households from the Progress Village area) | This year, we ramped up our use of social media and electronic communication. In the coming year, we will seek to extend our use of the electronic communication our Spoto parents prefer. |
| 3 | Childcare (All of our families with small children) | By creating an environment that is welcoming to young children and has entertainment opportunities for them, events like Spring Jubilee have addressed this barrier. However, we will try to develop other opportunities to involve our “future Spartans” in events so that their parents can fully engage in their older siblings’ education at Spoto. |

**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** |