

TRANSITION CENTER Title I, Part A Parental Involvement Plan

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

Assurances

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

Signature of Principal or Designee

Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: The mission of Positive Pathways Transition Center (herein referred to as PPTC) Parent Involvement Program is to provide a caring, attentive environment that is conducive to learning. We will teach students and parents to continually assess their strengths and build on their success. Our goal is to build a balance between academic success and behavior training in school and at home. Transition Center's parent involvement mission statement is to collaborate with parents to help them help their children academically and socially.

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:

createDate	modifyDate	comment
10/10/2014 10:47:50 AM		Combine the prior draft with this listed 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 [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

Response: Positive Pathways will conduct a series of workshops designed to assist our parents with improving the communications between them, their children, and the community which will enhance learning while in school. They will cover other topics as suggested by the staff as well. PPTC will take the following actions to involve parents in the development of the LEA-wide parental involvement policy and the LEA plan:

(1) Actively recruit parents, representative of the diversity of the population of each school, from each Title I school to become members of the District Parent Advisory Council;

(2) Develop a Parent's Committee to review and revise the Parent Involvement Policy (PIP) and the LEA plan, and document discussion of the PIP through minutes of the meeting;

(3) Distribute copies of the revised Parent Involvement Policy and the LEA Plan to parents at each orientation meeting and the community, making them available for viewing, at Title I meetings;

(4) Solicit comments about the PIP and the LEA Plan from parents through surveys and meetings, documenting discussion through survey results and meeting minutes;

(5) Provide other opportunities for parents to communicate ideas about the PIP and LEA Plan, through meetings, emails, and survey forms.

PPTC will take the following actions to involve parents in the process of school review

and improvement and determination of how funds reserved for parent involvement are spent:

- (1) Meet with the Parent's Committee to review and plan for Title I programs and activities, including making decisions on how Title I funds will be spent, documenting discussion through minutes of the meetings;
- (2) Communicate recommendations of Parent's Committee to Principal Johns;
- (3) Review schools' PIPs to ensure that parents are consulted in the planning and review of Title I programs and activities and in making decisions about how funds will be spent;
- (4) Require that the school submits meeting agendas and/or minutes to document parent participation; and;
- (5) Implement a yearly parent survey at PPTC to allow parents to provide input into Title I programs and activities and how the funds reserved for parental involvement will be spent; analyze survey results and document.

The school will also host the following, but not limited to: Annual Title I Meeting, FCAT Night, PTSA meetings. The school will inform, invite and encourage parents to attend these and other ongoing training and activities based on the needs of our students.

At least once per year, the school will convene a meeting to inform the parents about the school's Title I allocation. We will seek input on our SIP, PIP, and Student-Parent-Teacher Compact from our parents.

We will also provide information and guidance about how students can transition back to their home schools upon successful completion of their year or so here at Positive Pathways. These public meetings are designed to inform, explain, and discuss yearly school and student progress data and school program plans.

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:

createDate	modifyDate	comment
10/10/2014 10:49:16 AM		Combine the prior draft with this listed response.

Coordination and Integration

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

count	Program	Coordination
1	Student and Parent Orientation/Title I	Positive Pathways has a comprehensive orientation program where we identify organizations and sources outside of the school who can/will assist us and the families with various needs. Those groups will be identified separately and presented to both students and parents via professional development workshops.
2	Student Transition Program/Title I	Positive Pathways will continue to provide weekly support to our transition students and their home school. Continual monitoring, documenting, and reporting progress or lack thereof as long as the home school continues to provide us feedback on those student. We will assist in identifying areas that require improvement and make recommendations as necessary to assist in student success. This will be done using PLC outcomes and data monitoring of students with students.
3	Title I, Part A/Title II/Title I Part D & C	Title I, Part A: The Title I funds are used to supplement educational activities at Positive Pathways Transition Center. Our funds are used to hire our paraprofessional staffs who work directly with students all day. Additional Title I funds are used to provide professional development and purchase technology that we use to provide online classes, assessment and research resource for our students. Highly qualified teachers will be recruited and trained by OCPS.
4	Career and Technical Education/Title I	We offer a course in Workplace Essential as an elective. The purpose of this course it to provide students with those workplace skills essential for gainful employment opportunities, accepting employment, communicating on the job, maintaining professionalism, adapting and coping with change, problem-solving and decision making, maintaining a safe and healthy work environment, demonstrating 21st century skills, maintaining interpersonal relationships, and demonstrating leadership and team work in order for them to successfully compete in the global job market. Students also receive specialized personal finance instruction.
5	Job Training/Title I	Our school contracts with Home Builders Institute who facilitates an onsite pre-apprenticeship program for construction. Students on the GED track attend all day. Students seeing a high school diploma may take this training as one class period.
6	Housing Programs/Title X	The district provides professional development regarding the Homeless program. Information is disseminated to our school through the counselor and Title I program as well. Programs are implemented to help identify needs and to provide information and assistance with the highest degree of confidentiality. The district also provides programs for family planning under Title X provisions including counseling, education and support to students and their families.
7	Supplemental Academic	Tutors will be hired to come in and assist with tutoring some specific deficits in some of our lower performing students prior to FCAT and End of Course

	Instruction (SIA)	(EOC) exams.
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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)].

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Create Title 1 Meeting Flyer	Robert Taylor	October 10, 2014	parent attendance
2	Creation of Sign-in Sheets	Robert Taylor	October 13, 2014	completed sign-in sheets
3	develop agenda and handouts	Robert Taylor	October 7, 2014	Sign in sheets, PIP evaluation sheets
4	Distribute Title 1 Meeting Flyers	Robert Taylor	October 13, 2014	parent participation
5	Creation of Title 1 Powerpoint	Robert Taylor	October 13, 2014	Sign in sheets/Parental Evaluation/Feedback, Compacts
6	Annual Title 1 Meeting	Robert Taylor	October 15, 2014	Sign in sheets/Parental Evaluation/Feedback, Compacts
7	Maintain Documentation	Robert Taylor	October 2014-June 2015	Sign in sheets/Parental Evaluation/Feedback, Compacts

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:

createDate	modifyDate	comment
10/10/2014 10:57:02 AM		This is for the Title I Annual Meeting only.

Flexible Parent Meetings

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

Response: The school will send out a survey for our meetings and ask parents to provide feedback as to which time frames will work for them. Our parent population have varying work schedules. For instance, we can have a flexible morning shift between 9:00 AM and 11:00 AM to better accommodate the parents. Additional flexibility PM shifts may occur between 3:00 PM and 5:00 PM. Schedule flexibility time shifts are subject to change to accommodate parents as needed.

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)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Annual Meeting	Title I Coordinator with Principal	Parents will be provided with brochures, Student Code of Conduct, Handbook.	October 15, 2014	Increase in parent involvement and student achievement
2	Organize a Parent Committee	Parental Involvement Coordinator	Promotes faculty and parent involvement and collaboration	quarterly	Student/Parent Assessment
3	Parent/Child Orientation	Dean/Guidance	Student and parents are provided a handbook and various fliers about agencies they can utilize to assist them as needed.	Weekly on Mondays and Tuesdays	Increase parental involvement. Increase Teacher/Parent and Student awareness of their responsibilities according to school policy.
4	Parental	All teachers	Increased parental	quarterly	parent/teacher call logs

	Involvement Modules		involvement		
5	Report Card pick-up night	academic dean	increased parental involvement	October 2014, January 2015, March 2015	Sign in sheets/Parental Evaluation/Feedback

Review Rubric:

Strong responses include:

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

Review Status: Adequate

Review Comments:

createDate	modifyDate	comment
10/10/2014 10:58:27 AM		Be more specific for the type of activities that are happening throughout the year. The timeline must be more specific as well.

Staff Training

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

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Parental Involvement Module 1	Admin	Increased student achievement.	October	exit slips
2	Module 2	Admin	Effective communication between home and school.	December	exit slips
3	module 3	Admin	Better FCAT scores and increased learning gains.	February	exit slips
4	module 4	admin	increased communication between parents and teachers	May	exit slips

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:

createDate	modifyDate	comment
10/10/2014 11:02:29 AM		The 4 Parental Involvement Modules should be listed here. They are to be listed separately. The evidence will be the Exit Slips.

Other Activities

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

Response: School-wide events: The focus of school-wide events is to collaborate and maintain student interest and excitement throughout the year. Some events are as follows, but are not limited to:

- Team Building cookout for parents, students, and staff.
- Community service activities
- Visit to various state and county college university campuses

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: Adequate

Review Comments:

Communication

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

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

Response: Positive Pathways Transition Center staff have a strong commitment in engaging in positive communications with our student's parents/guardians regarding daily activities and attendance. This communications will be in the form of both written and phone calls and it may discuss student achievements, behaviors, social skills, learning gains, and the transitional process. We keep families informed through fliers, letters, newsletters, email, and meetings. We encourage our parents to attend decision-making meetings with our teachers and IEP meetings so that they can take an active role in decision making in their children's activities.

Review Rubric:

Strong responses include:

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

Review Status: Adequate

Review Comments:

Accessibility

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

Response: Positive Pathways school and its staff are culturally aware of the needs of the students from different ethnic and diverse backgrounds. To meet the needs each individual student we enlist the assistance of staff members from our school and Excel (our sister school) to assist us with translating, interpreting, and assisting us with interacting with the parents. Parents are informed in their native language whenever possible about school activities as well as with the use of visuals to provide examples/illustrations. To meet the needs of our parents with disabilities, materials will be provided in large print, using technology supports (i.e. Smart Board; audio enhancements), and clarifying language. Additionally, for migratory children, our main focus is the continuity of school studies by using our self-paced, accredited online high school courses with Apex. Parents will be made aware of all the benefits associated with

this opportunity.

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:

count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1	Training parents to enhance the involvement of other parents [Section 1118(e)(9)];	All teachers, Dean, and Principal.	Dean and Faculty	Increases students academic achievement. Enhanced Social Skills and increased Parental Involvement through appropriate training and modeling.	weekly on Mondays and Tuesdays 2014-15 school year
2	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)];	All teachers, Dean, and Principal	Keith Allen	Increased Student Achievement/Parent knowledge of learning.	weekly on Mondays and Tuesdays for 2014-15 school year
3	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	Other activities as requested	Title I Contact and Parental Involvement Contact.	Increased student achievement and parental involvement	quarterly 2014-15 school year

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: Adequate

Review Comments:

createDate	modifyDate	comment
10/10/2014 11:03:52 AM		Timeline dates need to be modified for this school year.

Upload Evidence of Input from Parents

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

[Uploaded Document](#)

Review Rubric:

Review Status: Adequate

Review Comments:

createDate	modifyDate	comment
10/10/2014 11:04:46 AM		Upload Evidence of Input from Parents—(must show parent input for PIP) All documents need to be uploaded at the same time: Advertising Flyer, Agenda, Meeting Notes and Sign In Sheets. All documents must be uploaded at the same time.

Upload Parent-School Compact

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

Upload an electronic version of the Parent-School Compact.

[Uploaded Document](#)

Review Rubric:

School-Parent Compact must include the following components:

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

Review Status: Adequate

Review Comments:

createDate	modifyDate	comment
10/10/2014 11:05:58 AM	10/10/2014 11:07:05 AM	This is the 2013-2014 Compact. The 2014-2015 Compact is needed. Administrator signature line is missing.

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

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

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

[Uploaded Document](#)

Review Rubric:

Review Status: Adequate

Review Comments:

createDate	modifyDate	comment
10/10/2014 11:07:29 AM		8. Upload Evidence of Parental Involvement in Development of Parent-School Compact—(must show parent input for Compact.) All documents need to be uploaded at the same time: Advertising Flyer, Agenda, Meeting Notes (must show parent input) and Sign In Sheets. All documents must be uploaded at the same time.

Evaluation of the previous year's Parental Involvement Plan

Building Capacity Summary

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

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	student/parent orientation	5	60	introduction to school rules and policies
2	parent/teacher conferences	5	40	increased student motivation
3	IEP team meetings	8	12	students and parents are able to use resources and accommodations to further student achievement
4	Title I Annual Meeting	1	8	increased awareness of school resources
5	Open House	1	15	parents build relationship with teacher, increases student achievement when parents are involved
6	SAC Meeting	1	4	parents make suggestions to improve school activities
7	Celebrating Student Success	1	24	positive reinforcement
8	HBI Expo	1	6	increased awareness of career path opportunities

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: Adequate

Review Comments:

createDate	modifyDate	comment
10/10/2014 11:09:46 AM		Missing All building capacity activities that happened at your site last year must be listed. The Title I Annual Meeting must be included as well.
10/10/2014 11:09:56 AM		All building capacity activities that happened at your site last year must be listed. The Title I Annual Meeting must be included as well.

Staff Training Summary

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

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	The importance of parental	1	12	Increased student achievement

	involvement module 1			and parental involvement.
2	Building Ties Between Home and School Training Module 2	1	12	Increased reading comprehension
3	Implementation and Coordination of Parental Involvement Programs Module 3	1	12	increased parent/teacher communication will increase student participation
4	Communicating and Working with Parents	1	12	increased communication between parents and teachers

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: Adequate

Review Comments:

createDate	modifyDate	comment
10/10/2014 11:10:55 AM		The Parental Modules (1-4) are to be listed separately. Complete the table.

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)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Lack of parent participation (limited English proficiency, economically disadvantaged)	Parent notifications were sent home with students via mail.
2	Transient population (limited English proficiency, economically disadvantaged)	Multiple means of communication: email, USPS mail, brochures, flyers, etc.

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: Adequate

Review Comments:

createDate	modifyDate	comment
10/10/2014 11:11:53 AM		The specific subgroups need to be listed for each barrier.

Best Practices (Optional)

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

count	Content/Purpose	Description of the Activity
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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:
