## WINEGARD ELEMENTARY Title I, Part A Parental Involvement Plan

I, Dr. Julie Helton , 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:** Winegard Elementary is committed to developing successful students who are equipped with 21st century skills. The staff believes that the involvement of parents and community members is essential to student achievement. We, therefore, commit to involve all stakeholders in our students' education and encourage participation in all school activities. Winegard commits to inviting all parents to join the School Advisory Council where they will be able to review, plan, and improve on school programs. |

**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:** Winegard Elementary believes that parents should be involved in all aspects of Title 1 programs and all meetings, including the Parental Involvement Plan discussion meeting. Winegard Elementary encourages parents to attend and participate in meetings. The Title 1 Committee will work in conjunction with the School Advisory Council to review, plan, and improve school programs. The principal and the Title 1 contacts will provide agendas and reminders of meetings (via Connect-Ed messages, flyers, and weekly email newsletters) to encourage participation. During the annual Title 1 meeting, parents will be educated on the purpose and requirements of being a Title 1 school, and the parental involvement budget will be explained. Parents, teachers, and staff will be asked to make suggestions for using these funds. Parents will also be notified of Title 1 programs through the school website, flyers, meeting agendas, Connect-Ed messages, and weekly email newsletters. Curriculum family nights (by grade level), faculty meetings, PTA meetings, and SAC meetings will also have time allocated for an update on the PIP. Minutes will be kept for all meetings held, as well as sign in sheets for attendance. A meeting will be held in the spring of each year to review the Title 1 Parental Involvement Plan, Title 1 budget, School Improvement plan, and Student/Teacher/Parent compact. The annual Title 1 Parent feedback survey will also gather parental involvement input. |

**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 | VPK | The school will work with the Title 1 office and the VPK coordination at the district level to coordinate transition for students entering regular kindergarten programs. The school will hold meetings with parents, VPK teachers, and Kindergaren teachers to discuss the needs of the students and the skill that will be needed in kindergarten. The VPK teacher will coordinate with the kindergarten teachers to transition the VPK students by visiting the kindergarten classrooms in the spring. |
| 2 | ESE/IDEA | Supplemental instructional support provided by Title 1 will be discussed with parents during the development of the students IEP. |
| 3 | Title I | Title 1 funds are used to support the core curriculum, staff development, and tutoring. |
| 4 | Title II | Title II funds support professional development needs of the staff as it related to Parental Involvement, Professional Learning Communities, and Staff Development. Staff trainings will be held at least four times a year regarding effectively using parental involvement modules. |
| 5 | Title III | Tutors will be working with our 3rd-5th grade ELL students in the afternoons on basic reading and math skills. The teachers will communicate with the parents on the progress of the students and what they can do at home to assist with student learning. |

**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 | Develop and Plan PIP | Principal, Assistant Principal, Title I Coordinator, Leadership | August 11, 2014 | Team will address all areas that need to be covered during the Annual Title I meeting. |
| 2 | Plan the Annual Title 1 Meeting | Principal, Assistant Principal, Title 1 Coordinator | September 1, 2014 | Meeting notes, sample forms, agenda |
| 3 | Create agenda, flyers, and sign in sheets | Principal, Title I Coodinator | September 1, 2014 | Agenda, flyer, and sign in sheet |
| 4 | Inform parents of the Annual Title 1 meeting (Connect-Ed, Weekly email newsletter, flyers) | Principal, Title I Coordinator | September 8, 2014 | Connect-Ed message, copy of weekly email newsletter, copy of flyer |
| 5 | Conduct the Annual Title I meeting | Principal, Assistant Principal | September 16, 2014 | Sign in sheets |
| 6 | Continue to maintain Title I documentation | Title I Coordinator | Ongoing, 2014-2015 School Year | Meeting artifacts, Title I artifacts |

**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:** Winegard Elementary recognizes that our parents have diverse work/home schedules. Many of our events are planned at various times so that parents can attend. During the first and third semester of school, parents conferences are scheduled to discuss students progress. Teachers will work with parents to accommodate work/home schedules. Conferences may be scheduled in the morning, afternoon, night, or during teacher planning time. Phone conferences are another option that parents may choose. Winegard also hosts grade level presentation evenings (one is done per month) on campus. Translators will be offered at all events where families are invited, including conferences, family events, and other meetings (as needed). |

**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 | Family Institute/ Grade Level Activity Nights | Administration, Teachers | Intense Focus on Student Achievement, Sustained Community Engagement | Once Quarterly, starting November 18, 2014 | Flyers, Agenda, Sign In sheets, Presentation Materials |
| 2 | Family Math/Science Night | Administration, Teachers | Intense Focus on Student Achievement in Math and Science, Sustained Community Engagement | January 20, 2015 | Flyers, Agenda, Sign In Sheets, handouts |
| 3 | Family Literacy Night | Administration, Teachers | Intense Focus on Student Achievement in Reading, Sustained Community Engagement | November 2014 | Flyers, Agenda, Sign In Sheets, handouts |
| 4 | Family Culture Night | Administration, Teachers | Intense Focus on Student Achievement related to different cultures, Sustained Community Engagement | April 2014 | Flyers, Agenda, Sign In Sheets, handouts |
| 5 | Family STEM Night | Administration, Teachers | Intense Focus on Student Achievement in Science, Sustained Community Engagement | May 2014 | Flyers, Agenda, Sign In Sheets, handouts |
| 6 | Communication of Events and Activities through automated Phone system and Weekly Newsletter (emailed) | Administration | Sustained Community Engagement | Throughout the Year | Copies of Messages, copies of newsletters |
| 7 | Extended Media Center Hours | Administration | Intense Focus on Student Achievement | Throughout the Year | Sign In Sheets |
| 8 | Meet the Teacher – Parents will be invited to meet their child’s teacher for 2014-2015 in order to begin the process of building relationships | Administration, Leadership Team | Sustained Community Engagement | August 14, 2014 | Agenda, Sign In Sheets |
| 9 | Open House/Title 1 Annual Meeting: Adminstration present and teachers meet face to face with parents to discuss compacts, right to know, parent responsibilities, and how title 1 funds are to be spent. | Adminstration, Leadership Team, Faculty | Sustained Community Engagement | September 16, 2014 | Agenda, Sign In Sheets |
| 10 | Report Cards and Assessment data discussed during individual conferences | Classroom Teachers | Intense Focus on Student Achievement, Sustained Community Engagement | October 27-31, 2014 and March 30-April 3, 2015 | Conference Logs and 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 | Professional Development for teachers and staff regarding parental involvement includes information on the value that parents play in their child’s life. | Administration, PI Coordinator, and Parents | Intense Focus on Student Achievement, High –performing dedicated teams | Ongoing 2014-2015 | Agenda, Sign-In Sheets, Handouts, Minutes and Presentations to Staff |
| 2 | Module 1: Importance of Parental Involvement | Title 1 Coordinator | Parent Involvement is important to the success of students at Winegard. | October 2014 | Exit Slip |
| 3 | Module 2: Building Ties Between Home and School | Title 1 Coordinator | Parent Involvement is important to the success of students at Winegard. | November 2014 | Exit Slip |
| 4 | Module 3: Parental Involvement Programs | Title 1 Coordinator | Parent Involvement is important to the success of students at Winegard. | January 2015 | Exit Slip |
| 5 | Module 4: Communicating and Working with Parents | Title 1 Coordinator | Parent Involvement is important to the success of students at Winegard. | February 2015 | Exit Slip |

**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:** Winegard will use Parent Conferences as a means to encourage and support parents in participating in their child's education. During conferences, parents and teachers will discuss student progress and how to ensure academic success, partnering the classroom with home. Every parent will be sent a invitation to attend conferences, at least twice a year. Parents will be asked to sign up for a date and time, depending on their work schedules and personal needs, to meet with their child's teacher. Administration and teachers will continue to monitor student progress to make sure that parent conferences are effective. Parents in need of additional resources to help students at home can set up an appointment in the front office with the classroom teacher, parent resource teacher, or ELL coordinator (for ELL students). Translators (Spanish and Creole) are available in the front office all day to help answer parent's questions related to their child's education. |

**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:** Winegard SAC/PTA will be responsible for the organization, planning, review, and improvement of our Title 1 program. This committee will work closely with our SAC to keep plans and activities in correlation with the School Improvement Plan. Members will be recruited during the Annual Title 1 meeting. Input from parents will be collected using surveys throughout the school year via students as well as during Title 1 Parent Involvement Committee meetings. Along with the school staff, the parental involvement committee will be responsible for how funds are used. The parent involvement committee, along with SAC and PLC will help keep parents informed of Title 1 programs. The School messanger, weekly emailed newsletter, flyers that go home, and the school marquee will announce Title 1 programs and all other pertinent information. All the Title 1 programs such as our Family Institute Night, Literacy night, and Parent-teacher conferences are all designed to explain curriculum and assessments used to measure student success. We will also use surveys to gather parental concerns. The school website will be updated regularly and monitored by the school webmaster to inform all parents, staff and students of events, test dates, progress monitoring and any other parental involvement activities that are provided. School messenger and weekly emailed newsletters will be used to announce all school activities as a method to inform parents. School agendas are provided to students as a method to encourage organization, but most importantly to maintain parent/teacher communication to share student progress daily and weekly. Parents' logs and notes are kept for shared reference at teacher/parent conferences. It will be understood that teachers will respond quickly to parental requests for a meeting about their child. To accommodate the parents needs, meetings can be done face to face, via telephone conference, or email. Translation will also be available as needed. |

**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:** The district's PIP will be summarized into a brochure that will be printed in several languages and provided to all parents. The brochure will outline the major components of the policy. The full version on the PIP will be offered upon request. Winegard's PIP will be condensed into a brochure and will be given to parents during the first nine weeks of school. Parents will have full access to the PIP via the school website, and hard copies available in the front office.     Written communication from the school and/or classroom teacher will be provided for ALL parents in English and Spanish, when possible. Translators will be available at all parent meetings and in the school office to provide translation services. This will ensure that parents are able to fully participate in parent meetings, events, and conferences. Resources and website information will be available in both English and Spanish, whenever possible. Parents of limited English proficiency, disabilities, and migratory students will be given equal access to all school activities, events, and conferences. Disabled parents and parents with limited English proficiency will be given equal access to all school activities, events, and conferences as well.     The ESOL contact will coordinate services for the ESOL population and ensure that parents receive information related to school and parent programs, meetings, and other activities in their language. The school will communicate with parents through ConnectEd, the weekly newsletter (emailed), flyers, and agendas, in a format that is easy to read and understand. Personnel will be available to assist parents in this process.    The ESE contact will coordinate services for students with disabilities and ensure that parents receive information related to school and parent programs, meetings, and other activities in the language they can understand. ESE contact, teachers, parents, counselors, and other key individuals are invited to attend ESE meetings. The school will communicate with parents through ConnectEd, the weekly newsletter (emailed), flyers, and agendas, in a format that is easy to read and understand. Personnel will be available to assist parents in this process. Contact areas of discussion will include information on the Individual Education Plan (IEP), standardized testing, Florida Standards and assessments, school reports, curriculum, behavior plans, and school policies. |

**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 | 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)]; | Offer parent conferences at a variety oftimes to accommodate parents. | Principal, Staff, Teachers | Parents will know how their child is doing in school. | End of October 2014. Mid-March 2015 |
| 2 | Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and | Offer parents incentives (shop drops toward prizes) for attending school events. Provide a variety of ways to communicate with parents about school events (website, marquee, weekly emailed newsletter, Connect Ed messages, student planner, flyers) | Principal, Staff, Teachers | Parents will know what events are coming up at school AND will attend events. | Ongoing. Communicate about school events will start at least 2 weeks prior to date of event. |

**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\59262\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.IE5\YRJ2O3PD\fileUploads\481171_2014-2015_uploadEvidenceParentInput.pdf) |

**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\59262\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.IE5\YRJ2O3PD\fileUploads\481171_2014-2015_uploadCompact.doc) |

**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\59262\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.IE5\YRJ2O3PD\fileUploads\481171_2014-2015_uploadCompactEvidence.pdf) |

## 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 | Title 1 Annual Meeting | 1 | 75 | Provide information to parents on programs offered at the school to help their children. Solicit input and feedback from parents to get them more involved with school programs. Provide expectations and how parents can help their child at home. |
| 2 | Meet the Teacher/Open House | 2 | 461 | Informational sessions for parents. Teachers will provide specific grade level expectations, state standards, assessment methods, standardized tests, and strategies that parents can use at home. |
| 3 | FCAT Family Night | 1 | 17 | Increase FCAT Reading and Math scores |
| 4 | K-5 Grade Family Nights | 3 | 112 | Grade Levels present important information to parents, in their own fashion. |
| 5 | Literacy Night | 1 | 87 | Increase FCAT reading scores and introduce reading strategies. |
| 6 | Math/Science Night | 1 | 55 | Introduce and develop math and science skills. Students and parents will be given games and activities that will increase learning in math and science. |
| 7 | STEM Night | 1 | 83 | Introduce and develop knowledge of and interaction with science projects. Students will take a hands-on approach to developing their knowledge of Science. |
| 8 | K-5 Award Ceremonies | 4 | 285 | Students are encouraged to maintain academic success to receive awards. Students must maintain a grade of B or higher. For K and 1 students, awards are based on best character practices. |
| 9 | Culture Night | 1 | 160 | Students and parents are encouraged to research and develop cultural backgrounds for presentations. |

**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 | Pre-planning Meeting - Parent Involvement | 1 | 60 | Increase teacher knowledge on parent involvement. |
| 2 | Module 1: Importance of Parental Involvement | 1 | 60 | Increase teacher knowlege on importance of parental involvement. |
| 3 | Module 2: Building Ties Between Home and School | 1 | 60 | Increase teacher knowledge on ties between home and school. |
| 4 | Module 3: Parental Involvement Programs | 1 | 60 | Increase teacher knowledge on parent involvement programs. |
| 5 | Module 4: Communicating and Working with Parents | 1 | 60 | Increase teacher knowledge on techniques for communicating with parents. |

**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 | Parents lack of literacy skills (ELL and Free/Reduced Lunch) | Make automated phone calls home in English and Spanish for all events and meetings. |
| 2 | Single parents with no childcare options (Free/Reduced Lunch, All racial/ethnic subgroups) | Make all events and meetings family friendly so parents can bring the younger children with them. Provide childcare, if needed. |
| 3 | Lack of current phone numbers (all subgroups) | Send home requests for updated phone numbers twice a year. Send home meeting and event information via flyers. Put information on the marquee and tell parents personally when they come on campus to pick up students |
| 4 | Free/Reduced Subgroups (Economically disadvantaged) | Provide different times for events |
| 5 | Homeless and hard to get to events (Economically disadvantaged, ELL, all ethnic subgroups) | Provide transportation, if needed. |
| 6 | ELL - Parent do not speak the language (ELL subgroup) | Provide translators at all events and meetings. Advertise their availability. |
| 7 | ESE subgroup (ESE subgroup) | Provide school events with opportunities for all students and parents to participate outside of the school day. |
| 8 | Ethnicity Subgroups (White, African American, Hispanic, Asian) | Provide translators at school events. |

**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** |
| 1 | Tardies, late arrival to school | Social workers will work together with attendance team to decrease the number of tardies through attendance child study teams. |