**SCHOOL Title I, Part A Parental Involvement Plan**

I, Christina Thrasher 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)

**Response:**

The missionof the Silver River Mentoring & Instruction Inc. is to work closely with parents/ guardians and families to promote the increase of life-long learners by providing a positive, educational environment that empowers the at-risk youth of Citrus County to be responsible and productive citizens, while being supported by a community at-large that recognizes and accepts their potential.

**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)].

**Response:**

SRMI at the Renaissance Center will use a variety of methods to involve and engage parents in their students’ learning, as well as student progress toward non-academic goals. SRMI’s leadership team, as well as members of SAEC (comprised of business and community members, parents, students, teachers, administrators, and district personnel) work closely to maintain ongoing communication and collaboration with families. These members are also responsible for the planning, implementation, and review of the Title 1 Program and decisions regarding the use of funds allocated through the Title 1 Program.

Parents and families are notified of SAEC meetings through ongoing school newsletters, as well as telephonic communication and emails. Parents/ guardians are encouraged to join SAEC, attend meetings, and participate in other events/ activities that promote family engagement. Title 1 paraprofessionals and drop-out prevention specialists also assist with maintaining close contact with parents to communicate regarding upcoming events as well as individual student progress and school wide initiatives for improvement.

Input from all members during SAEC meetings are documented via meeting minutes. Support for parental involvement activities will be a regular topic of discussion during SAEC meetings, as well as during leadership meetings. Agendas for these meetings will include provision for support and involvement of families.

Parents/ guardians will also remain informed through opportunities such as SRMI’s initial intake process, Skylert automatic phone calls, district parent conference days, staff generated conferences, open houses and family engagement events throughout the school year

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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:**

**Review Comments:**

**Coordination and Integration**

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

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| **count** | **Program** | **Coordination** |
| 1 | Title I Part A and D | SRMI will use Title 1 funds to provide supplemental instructional-behavioral personnel to help students meet the rigorous state standards and expectations and successfully graduate with a high school diploma. Staff development as well as Parental Involvement Trainings will be coordinated through Title 1. Open houses/ Family Nights will be scheduled each semester of the school year where staff will be available to explain programs and resources to parents/ guardians. |
| 2 | Title III | Administration will coordinate with CCSB ESOL Department to identify students and provide them with appropriate resources and support they might need. |
| 3 | Title X | Administration will coordinate with CCSB Social Workers and Student Services to provide students and families with resources and supports they might need. |
| 4 | Federal Nutrition Program | All students will receive free breakfast. Eligible students and families will receive free/ reduced lunch. |
| 5 | Individuals with Disabilities Act (IDEA) | SRMI coordinates with ESE and Student Services departments to provide services/ resources for students with disabilities. Parents/ guardians are invited and encouraged to attend their child’s IEP meeting. Teachers and staff at SRMI will follow MTSS policies and procedures as applicable for students enrolled in Renaissance. |

**Review Rubric:**
Strong responses include:

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

**Review Status:**

**Review Comments:**

**Annual Parent Meeting**

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

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| **count** | **Activity/Tasks** | **Person Responsible**  | **Timeline** | **Evidence of Effectiveness** |
| 1 | Coordinate with staff to develop presentation for parents/ guardians that is informative and engaging | Christina Thrasher | August 2019 | Meeting minutes/ staff sign-ins/ presentation |
| 2 | Schedule date for annual meeting with times that are sensitive to family schedules and obligations (input from families via surveys, individual communication opportunities, etc…) | SRMI administration and instructional staff | August 2019 | Surveys/ documented conversations in communication logs |
| 3 | Work closely with SAEC members to create forms and flyers to advertise for Annual Parent Meeting | Christina Thrasher | September 2019 | Flyers/ forms, documented dates sent home with students and emailed to families |
| 4 | Host annual Title I meeting for parents/ guardians and provide opportunities for families to reflect on/ evaluate and give input regarding the outcome of the event and planning for future events  | All staff | October 2019 | Surveys, comment cards, reflection forms |

**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:**

**Review Comments:**

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| **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)].  |
| SRMI at Renaissance Center offers flexible meetings for parents/ guardians. Teachers and administrators do their best to accommodate parent needs and conference requests before, during, and after school hours. If families are unable to attend meetings phone conferences are available.Workshops, Informational Meetings, Open Houses, and conferences will be conducted at various times to accommodate family schedules and availability.  |

**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:**

**Review Comments:**

**Building Capacity**

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

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| **count** | **Content and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Intensive orientation (school-wide in August/ individual sessions throughout the school year for new students | Office Staff and Administration | Introduces students and families to SRMI program goals, rules, and expectations as well as staff/ structure of school; Open channels of communication; provide information about academics (alignment with district curriculum and state standards) | August 2019- June 2020 | Enrollment packets, intake forms, student handbooks/ district code of conduct |
| 2 | Parent and Staff meetings | All staff | Set goals to increase student achievement (academic, behavior, and social-emotional); allow parents and families opportunities to express ideas and collaborate regarding student plans for improvement | August 2019- June 2020 | Parent Conference Form; newsletters, Skylert scripts,  |
| 3 | Ongoing parent communication of student progress (academic and behavior) | All staff | Increase parental awareness of SRMI program, activities, and events; Enhance family- school relationships and encourage parent involvement in student learning and engagement in school activities; share student progress  | August 2019- June 2020 | Behavior data and reports, Electronic report cards, parent letters/ correspondences, call logs, newsletters |

**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:**

**Review Comments:**

**Staff Training**

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

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| **count** | **Content and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | PBIS/ Youth Mental Health First Aid training/ Behavior modification training | Principal/ District trainers | Improving school wide behavior expectations- developing common language and understanding/ implementing techniques and tools within program design | Initial- August 2019Ongoing quarterly - behavior mod techniques, etc… | Behavior data sheets, token economy documents, school bulletin boards, school store procedures, tracking forms, daily behavior charts |
| 2 | Parent Involvement- How to work with parents to maximize student potential/ Effective conferencing | Principal | Improve staff ability to communicate with families/ Increased student progress toward academic and behavioral goals; cultural awareness and sensitivity | Q1: 2019 | Staff sign in sheet for training; Parent conference forms and call logs; documented parent communication and correspondence |
| 3 | Academic Support | Academic Coordinator | Assist teachers in providing parents/ family members appropriate resources for assisting students inside and outside of the classroom in order to assist in standard mastery and independent learning | Weekly | Lesson Plans, student completion of parent-student home activities, Classroom logs/ Para schedules |
| 4 | Student Progress Meetings/ Problem Solving Team (PST) meetings/ IEP meetings | Principal, Academic Coach, and Director of Operations | Student achievement will increase as a result of data collection and analysis and discussion of individual student needs and progress towards goals. | Weekly | Meeting minutes, Data tables for weekly progress (behavior, academic, andattendance); “Star” board for students |

**Review Rubric:**

* Content and type of activity including the following:Valuefollowing 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:**

**Review Comments:**

**Other Activities**

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

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| **Response:**  |
| **Staff are notified of new students enrolling in SRMI during daily morning meetings. All staff are required to attend these meetings and to contribute in discussion regarding student needs and to sign off on receipt of information that includes guardian contact information and any pertinent information regarding students’ home and family life, including past trauma and other experiences.****After initial student intake/ enrollment, staff are provided with pertinent information to prepare adequately for students and provide supports necessary for individual needs. Information regarding home and family experiences is also shared and parent names/ contact information is introduced to staff through administration at this time.**  |

**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:**

**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)].

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| **Response:**  |

**The Parent Involvement Plan (PIP) will be sent out in print to each home through student in October. It will be printed in English and Heritage Language as needed. Teachers and administrators will be available to families to answer questions and discuss the PIP. Additional copies will be kept in the lobby.**

**Notification of workshops, conferences, and other family activities will be sent out at least one week in advance. All notification sent by the school will be dated and a copy will be kept in the front office while the information remains relevant.**

**Quarterly newsletters and calendars will be provided to parents and families. These newsletters will include upcoming events and ways in which parents could be supporting their student’s progress.**

**SRMI staff will make contact with parents/ guardians every two weeks at minimum regarding academic and behavior progress, as well as and social-emotional growth. Parents are also provided information concerning academic assessments and proficiency levels, as well as academic progress via Progress Reports and Report Cards. Family Access to Skyward allows parents to remain updated on attendance, discipline, and academic progress. Families also have access to community resources to improve family relationships.**

**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:**

**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)].

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| **Response:** SRMI at Renaissance Center recognizes diversity of our school’s population and their family members. We strive to accommodate all parents/ guardians and seek their input regardless of culture, gender, disability, speakers of other languages, and migratory families. Our facility is ADA accessible and parents in need of them are provided accommodations during their involvement in activities, events, or meetings at SRMI/ Renaissance Center.SRMI will work diligently to provide a translator for parents and families in need of translation of the English language. |

**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:**

**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:

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| **Action Plan** | **Evidence** |
| 1. Set focus for parent engagement and involving parents/ guardians in student learning and behavior modification process-
2. Professional Development for all teachers and paraprofessionals (an administrator will attend all trainings and share with school leadership team) understanding importance of home support and role parents play in student success; techniques and tools for improvement.
3. Continue implementation of current procedures for parent communication:
	* + - 1. Parent/ guardian phone calls- Minimum requirement: once within first two weeks of school ([positive contact) and once every 2 weeks with communication log
				2. Adjustments in to student intake procedures/ parent interviews/ parent conferences
				3. Identify barriers for parents and ways to support as needed
				4. Host frequent workshops for families
4. Implement additional procedures/ activities that promote family engagement
	* 1. Parent night: one per semester
		2. Career night for students (and other activities) inclusive of parents and families
		3. Establish regular parent newsletter (monthly/ quarterly)
		4. Increase parent involvement at SAEC by increasing student involvement
		5. Establish, communicate, and implement accountability process for integrating strategies and activities that promote parent involvement
 | * Communication Logs/ teacher notes about parent communication
* Parent Conference Forms
* Increase of parents/ guardians attending SAEC meetings and Parent Nights
* Daily discussion in morning meetings with staff
* Weekly discussions with school leaders- assess and continuously plan for improvement
* Parent surveys
* Communication Logs- improve log practices from 18-19 school year
* Sign-in sheets from family nights and workshops
* Conference and intake forms- increase numbers
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**Review Rubric:**
Strong responses include:

* Identification of the activity which may include the following:
* Involving parents in the development of staff training, providing literacy training, paying reasonable and necessary expenses to conduct parental involvement activities, training parents to help other parents, adopting and implementing model parental involvement programs, organizing a local education agency parent advisory council, and/or developing roles for community organizations and/or business in parental involvement activities;
* Description of the implementation strategy;
* Identification of person(s) responsible;
* Correlation to student academic achievement; and
* Reasonable and realistic timelines.

**Review Status:**

**Review Comments:**

**Upload Evidence of Input from Parents**

Evidence of parent/ guardian input will be collected and provided throughout the 2019-2020 school year.

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**Review Rubric:**

**Review Status:**

**Review Comments:**

**Upload Parent-School Compact**

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

Provide electronic version of the Parent-School Compact in monitoring folders.

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**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:**

**Review Comments:**

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

Opportunity for parent contribution to the development of the compact occurred at the final SAEC meeting of the 2018-2019 school year (see meeting minutes for quarter 4).

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)].

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

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**Review Rubric:**

**Review Status:**

**Review Comments:**

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

**Building Capacity Summary**

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

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Parent Conference Days |  2 |  5 | Parents will learn how to improve academics through discussions about their children. Data will be provided for parents so they know exactly how their child is performing. |
| 2 | SAEC Meetings |  4 |  22 | Provides parents input into daily school activities and allows them to make suggestions for student's educational needs. |
| 3 | Problem Solving Team Meetings |  5 |  29 | Parents have the opportunity to be involved in the development of their child's PMP (Progress Monitoring Plan) |
| 4 | PTO Events |  n/a |  n/a | Family involvement helps to foster strong school-parent relationships, which in turn promotes academic achievement. |
| 5 | Family Engagement Nights |  2 |  41 | Increasing Science Awareness and school/family relationships |

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

**Review Status:**

**Review Comments:**

**Staff Training Summary**

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

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Daily morning meetings with staff  |  180 |  19 | Increase staff knowledge on ways to build better teacher/parent relationships and help increase student achievement |
| 2 | Weekly Staff Meetings |  36 |  22 | Increase staff knowledge on Parent Involvement |
| 3 | PST Meetings |  5 |  29 | Increasing parent participation increases teacher/parent relationships which fosters increased student achievement. |

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

**Review Status:**

**Review Comments:**

**Barriers**

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming 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 working | Accommodate Parents working schedule |
| 2 | Accommodate Parents working schedule | Offer Transportation if feasible |
| 3 | Outside (other schools) sports or other activities | Have meetings and activities around other district/ school level events  |

**Review Rubric:**
Strong responses include:

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

**Review Status:**

**Review Comments:**

**Best Practices (Optional)**

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

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

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

**Review Status:**

**Review Comments:**