## GRETNA ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, Micheal Franklin , 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)].

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

**Mission Statement**

Changes made No changes made

Parental Involvement Mission Statement (Optional)

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| **Response:** In order to improve academic achievement, every student at Gretna Elementary School will have a parent or guardian who is empowered to participate actively in his or her education. Gretna Elementary School will actively solicit and welcome parental participation and advocacy in all aspects of the educational process.  We value the learning needs of our students. We believe in the triangulation of school, parents and students working in partnership to act with integrity, respect, and take responsibility for their actions. We believe curriculum and instruction must be developmentally appropriate in order to accommodate and celebrate the diversity of each student's individual learning style. We believe students learn best in a safe, nurturing, student-centered environment. We believe students must become responsible learners who can function and compete in a global society as lifelong learners. |

**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:**   
  
**Review Comments:**

**Involvement of Parents**

Changes made No changes made

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:** Gretna Elementary School believes that parental involvement is paramount in all aspects of student achievement. The School Advisory Council (SAC) is the sole body responsible for final decision making at the school relating to the implementation and evaluation of the School Improvement Plan (SIP). During the initial SAC meeting, the council is responsible for the preparation of the SIP and making decisions regarding how funds will be used for Parental Involvement Plan (PIP) dollars. The SAC meetings are held four times a year: two in the fall and two in the spring. This will be measured by the adequate progress of the School Improvement Goals and objectives, and the SAC Committee's approval of the next year's Parental Involvement Plan. Additional items the SAC will discuss, review, and revise with the input and/or feedback from parents includes, review of the student/schools achievement on FCAT (first meeting), dissemination of the school-wide program plan, and inclusion of parents in the decisions on how to spend the schools' parental involvement allocation. The SAC meeting minutes will reflect the input from parents on the above topics. |

**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**

Changes made No changes made

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 | Voluntary Pre-Kindergarten (VPK) and Head Start | The Title I office and the Head Start & VPK offices will work together to coordinate transition programs for students entering the regular public school program. Activities will included, coordinated meetings with parents, VPK teachers, and the Prekindergarten teachers to discuss the specific learning needs of students. Pre-k parents are invited to all school meetings. |
| 2 | Individuals with Disabilities Education Act (IDEA) | Supplemental instructional support provided by Title I will be discussed with parents during the development of the students' IEP. All ESE parents are encouraged to attend. |
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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:**   
  
**Review Comments:**

**Annual Parent Meeting**

Changes made No changes made

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 | Orientation - Title I program will be shared as well as the school's report card and AYP status. | Principal/ Title I Program Coordinator | September | Parent and stakeholders comments Sign-In Sheets |
| 2 | Parent Expos | Principal/Title I Program Coordinator | Quarterly Grading Period | Parent and stakeholders comments Sign-In Sheets |
| 3 | Meetings posted on marquee, via student back pack (letters in English and Spanish) | Principal/Title I Program Coordinator | Quarterly Grading Period | Parent and stakeholders comments Sign-In Sheets |
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**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:**

**Flexible Parent Meetings**

Changes made No changes made

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:** The administration and staff at Gretna Elementary understand the importance of parental involvement. Parent meetings are scheduled throughout the year at 6:00p.m. to accommodate working parents. School Advisory Council meetings are held quarterly. The Parent Expo meetings are held each grading period. |

**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**

Changes made No changes made

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 | Florida Standards Showcase | Principal/Assistant Principal and Teachers | Weekly newsletters will highlight a transition to higher order thinking skills demanded in the classroom. | September 2014 - May 2015 | Signed Newsletters |
| 2 | Family Writing Night | Principal/Assistant Principal/Teachers | Content specific strategies and skills will be shared to increase students' knowledge. | January 2015 | Sign-In Sheets/Agenda/Resource Materials |
| 3 | Family Science Night | Principal/Assistant Principal/Teachers | Content specific strategies and skills will be shared to increase students' knowledge. | November 2014 | Sign-In Sheets/Agenda/Resource Materials |
| 4 | Reading/Mathematics | Principal/Assistant Principal and Teachers | Content specific strategies and skills will be shared to increase students' knowledge. | October 2014 - May 2015 | Sign-In Sheets/Agenda/Resource Materials |
| 5 | Title I Meetings | Principal/Assistant Principal/Parent Services | Content specific strategies and skills will be shared to increase students' knowledge. | September 2014 | Sign-In Sheets/Agenda/Resource Materials |
| 6 | Parent Expos | Principal/Assistant Principal | Content specific strategies and skills will be shared to increase students' knowledge. | Every Nine Week Grading Period | Sign-In Sheets/Agenda/Resource Materials |
| 7 | Open House | Principal | Orients Parents and Students for new school year | 8/15/14 | Sign-In Sheets |
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**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**

Changes made No changes made

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 | Parental Involvement | Coordinator of Parent Services and Parent Liaison | Parental effort results in higher student achievement. | September 2014 | Different Levels of Parental Involvement (DLOPI) Survey |
| 2 | Different Levels of Parental Involvement (DLOPI) | Coordinator of Parent Services | Parental effort results in higher student achievement. | September 2014 | Completion of follow-up activities related to Different Levels of Parental Involvement (DLOPI) |
| 3 | Pre-Planning Inservice | Micheal Franklin | Title I Overview, Parent Improvement and Involvement Plan will be discussed; Following protocol for Teacher/Parent Conferences, Individual Grade Group Meetings with administration for upcoming requirements | August 2014 | Teacher Survey |
| 4 | Educator's Professional Learning Plan | Micheal Franklin/Carla Wells | Revision of instructional practices and increased parental involvement resulting in higher student achievement | September 2014 | PAEC Follow-up |
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**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**

Changes made No changes made

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:** \*The school will encourage and support parents through the creation of a Parent Resource Room: (1)Secure a location for the Parent Resource Room; (2) Collect materials for the Parent Resource Room; (3)Set-Up Parent Resource Room, and (4)Distribute flyers and letters to parents about the Parent Resource Room.    \*The web-based school page will include weekly updates of what is going on in the school, with individual pages for each teacher to post parental information. The webpage will also have a link that provides parents access to the new Florida Assessment portal.    \*Parents have been provided the information to join REMIND, a safe, free way for teachers to text message parents to keep in touch with parents and provide information on upcoming events within the classroom or school. |

**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**

Changes made No changes made

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:** \*During Orientation, pertinent information will be disseminated about the Title I programs, the curriculum, and informal and formal assessment expectations. Parents will learn about the school-wide program, how to schedule parent-teacher conferences and opportunities for participation in decisions related to the education of their child. Upon conclusion of the general meeting, parents will be invited to visit their child's classrooms. During the classroom visits, teachers will provide additional information related to core subject areas, curriculum and assessments. Sign-in sheets will be provided for documentation purposes.    \*Parents have the opportunity to request meetings with teachers, the guidance counselor, and/or Principal/Asst. Principal throughout the school year to give suggestions about their student's education. Parents are also invited to be on the SACS, and can give input during meetings which is documented through meeting notes. |

**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**

Changes made No changes made

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 Parental Involvement Plan will be provided to all parents the first semester of school. The plan will outline the major component of the state policy. In addition, hard copies will be available in the office, the parent resource room and on the school website. Because a large migrant population is serviced in Gadsden County, we will also make efforts to provide translation services for those parents who attend parent activities and send home via back-pack. To provide proper notification of activities, written notices will be sent to parents to remind them of opportunities to participate.     \*The Parent Involvement Plan will be posted on website and make copies available in the office.    \*A bilingual paraprofessional will be available to translate if necessary. |

**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**

Changes made No changes made

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 | Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)]; and | Involve parents and improve their ability to participate in school literacy trainings | Principal/Assistant Principal | Provide parents information to assist their children with literacy materials | August 2014 -May 2015 |
| 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)]; | Arrange school meetings at a variety of times, or conduct home visits via the mobile unit | RV mobile unit staff, District Parent Liaison | To ensure all parents the opportunity to be actively involved in their child's education | On-going |
| 3 | Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and | Provide DLOPI trainings on the usage for increased and improved parent participation | Parent Services Coordinator & Parent Liaison | Provide strategies to assist parents and teachers to increase parent participation | August 2014 - May 2015 |
| 4 | Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)]. | Building ties between home school and the community | Parent Services Staff, Principals, and Parent Liaison | To involve all parts of the community in the education process | Monthly and Quarterly Meetings |

**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**

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

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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)].  
  
Upload an electronic version of the Parent-School Compact.

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| [Uploaded Document](file:///C:\Users\franklinm\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.IE5\4BVN05J4\fileUploads\200171_2014-2015_uploadCompact.doc) |

**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**

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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**Review Rubric:**

**Review Status:**   
  
**Review Comments:**

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

**Building Capacity Summary**

Changes made No changes made

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 Expos | 4 | 200 | Discussing grades and deficiencies to amend instructional practices for greater student achievement |
| 2 | Open House | 1 | 350 | Orients parents and students for new school year |
| 3 | FCAT Homework Books | 1 | 150 | Targeted examples of questions to be found on the Florida Comprehensive Assessment Test |
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| 5 |  | -1 | -1 |  |
| 6 |  | -1 | -1 |  |
| 7 |  | -1 | -1 |  |
| 8 |  | -1 | -1 |  |
| 9 |  | -1 | -1 |  |
| 10 |  | -1 | -1 |  |

**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**

Changes made No changes made

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 | Parental Involvement | 2 | 15 | Parental Effort Results in higher student achievement |
| 2 | DLOPI | 1 | 20 | Parental Effort results in higher student achievement |
| 3 |  | -1 | -1 |  |
| 4 |  | -1 | -1 |  |
| 5 |  | -1 | -1 |  |
| 6 |  | -1 | -1 |  |
| 7 |  | -1 | -1 |  |
| 8 |  | -1 | -1 |  |
| 9 |  | -1 | -1 |  |
| 10 |  | -1 | -1 |  |

**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**

Changes made No changes made

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 | Transportation(Economically Disadvantaged) | The Principal will work in coordination with the Director of Transportation to secure transportation for parents who would like to attend Parental Involvement Activities that occur at night. If possible, any parent who contacts the school with an intent to attend at least two days prior to the scheduled meeting will have the opportunity to utilize the same transportation offered by the district to the students. |
| 2 | Technology (Economically Disadvantaged) | Because much of the information related to Parental Involvement is found on the school website, the same information provided on the website will be made available in the form of a hard copy sent directly to the parent via their child or the postal service. |
| 3 | Limited English Proficiency | Due to a great number of ESOL students, translation services will be made available to parents for meetings, conferences, and other activities. |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |
| 8 |  |  |
| 9 |  |  |
| 10 |  |  |
| 11 |  |  |
| 12 |  |  |
| 13 |  |  |

**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)**

Changes made No changes made

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)

|  |  |  |
| --- | --- | --- |
| **count** | **Content/Purpose** | **Description of the Activity** |
| 1 | Effective Communication | Parent Data Chats and Conference Logs |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |
| 8 |  |  |
| 9 |  |  |
| 10 |  |  |
| 11 |  |  |

**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:**