## SCHOOL Title I, Part A Parental Involvement Plan

I, John Weed, 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)].

John Weed 8/23/2019

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

**Mission Statement**

Parental Involvement Mission Statement (Optional)

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| **Response:** Vision: Student Success in a Balanced Learning Environment  PIP Mission: We will empower students to realize their full potential; to respect the diversity of others and become global citizens, lifelong learners with the support and guidance of all stakeholders. |

**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.

**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: Citrus Springs Middle School will use a variety of communication methods to involve

parents in the planning, review and improvement of Title I programs:

* Meet Your Teacher Day
* School Newsletters
* SAC Meetings
* Curriculum Workshops
* Parent Conferences
* School Messenger
* Flipped Classroom Lessons
* CSMS Website
* CSMS Twitter
* Progress Reports/Report Cards
* School Surveys
* Parent Technology Night
* iPad/One to One Device 6-8th
* PBIS Rewards Parent App

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| CSM's School Advisory Council (SAC) is responsible for assisting with the planning of Title I programs. The SAC are given opportunities to share and discuss their thoughts. In April, SAC meets to review the following year's Title I Compact for the purpose of revisions. Throughout the year, members of SAC cast votes making decisions that help support all students including purchases to support student education. Additionally, this committee also develops surveys to aid in the understanding of what our school needs to put in place to help our parents be active in school events. Parents are invited to attend all SAC meetings for information about school activities, the Parent Involvement budget, curriculum information and sharing of student performance data and school grades.  During the school year CSMS parents are provided many opportunities to be partners in their children’s education. Our designated Parent Conference Day is scheduled for October 2 to allow for teachers to have additional time to meet with parents or students and families. CSMS Title I personnel arranges for an evening of learning what Title I offers for our students. During this presentation parents are encouraged to ask questions and are provided feedback regarding Title I. Multiple Curriculum nights, band concerts, award ceremonies (academic and sports) and a Science Fair are planned to open our and welcome families. In addition, informative informational sessions are provided to familiarize our families with the AVID program, and high school academic programs offered throughout the district for all exiting 8th grade students. |
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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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| 1 | Title I | Our principal, John Weed, provides parents with an overview of the requirements and benefits for parents at our Title I Curriculum nights and parent information meetings in the fall. Our Assistant Principal, as well as our SAC, Classroom teachers, TOSA, and Guidance Department provide parents with resources and strategies to help their child at home through information provided at Open House, conferences, newsletters, and phone calls. |
| 2 | Title II | CSMS will be using funding sources through Title II to provide additional professional staff development. |
| 3 | Title III | CSMS will be using funding sources through Title III to provide additional support to ELL students. |

**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 | Determine location of Title I Annual Meeting | Principal, Assistant Principals | September  2019 | Minutes |
| 2 | Develop Title I Annual Meeting Invitation | Assistant Principal | Fall 2019 | Invitation |
| 3 | Distribute Title I Annual Meeting Invitations | Title I, and Classroom Teachers | Fall 2019 | Invitation |
| 4 | Conduct Title I Annual Meeting providing an overview of services and the academic day at CSMS | Principal, Assistant Principals, TOSA, Title I Teachers | December  2019 | PowerPoint, Sign in Sheet |
| 5 | SAC- Explain and seek input about Title I Compact, PIP, and Title I Programs in preparation for the coming year. | Principal, SAC Council, TOSA | Spring 2020 | Attendance Roster, Agenda |

**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**

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)].

Citrus Springs Middle conducts a survey each Spring, asking for parent, student, and staff input on how we can continue to improve instruction and student achievement at CSMS. We will offer a flexible number of meetings at various times of the day/night to accommodate families' needs. For example, Child Study Team, Problem Solving Team and Parent Conferences are scheduled throughout the school day. SAC continues to be successful and the school will continue to encourage more parent involvement in this organization. By using effective promotional strategies to invite parents via school messenger, addressing the importance of parent input.

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**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 | Meet the Teacher Night | Guidance, Teachers, TOSA, Administration | Reviewed Syllabus, Requirements for Promotion, Expectations, Resources and Support for Student Success | August 2019 | Parent Attendance |
| 2 | Curriculum Night/Band Concert | Guidance, Media, Teachers, TOSA, Administration | Sessions conducted by teachers to model best practices and provide exposure of student learned strategies based on state mandated standards to promote and heighten family involvement and interest in student learning. | December 2019 | Parent Attendance |
| 3 | AVID Parent Night | AVID Coordinator, Teachers, Administration | Inform parents of the key components of making AVID a successful tool for students to promote organizational skills for secondary and post-secondary studies. | December 2019 | Increase in school assessment scores and student achievement |
| 4 | SAC | SAC chair, Administration | Involvement from SAC council to introduce programs that help improve student success. | Minimum 4 per year | Attendance by all stakeholders |
| 5 | Curriculum Night/Band Concert | Guidance, Media, Teachers, TOSA, Administration | Sessions conducted by teachers to model best practices and provide exposure of student learned strategies based on state mandated standards to promote and heighten family involvement and interest in student learning. | Spring 2020 | Parental Involvement/Parent Attendance |
| 6 | Parent Conference | All Stakeholders | Provide specific information for parents to use to assist their child with academics. | October 2019 | Conference Schedule, Raptor reports |
| 7 | SIP Input meeting | Administration | Parents/Teachers shared ideas to help improve school | Spring 2020 | Gallery walk with sticky note input |
| 8 | Academy Night | Administration from High Schools | Share information with 8th grade students and their families providing them opportunity to make an informed decision about the high school academic program they will select to participate in |  | Number of CSMS students that are accepted to academies |
| 9 | CSM Talent Show | ESE Specialist and PBIS | Parents and Staff share talents and build relationships | Spring 2020 | Parent Attendance |

**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 | 5 Dimensions | Administration, TOSA | Provide teachers with training in the following areas: Purpose, Student Engagement, Curriculum and Pedagogy, Assessment and Student Learning, Classroom Environment and Culture, Professional Collaboration and Communication to increase student’s academic performance and engagement | Monthly through May 2020 | ERO |
| 2 | AVID WICOR Strategies | Administration, Department Heads and AVID Site Team Members | Teachers will participate in monthly department meetings where they will discuss best practices and AVID WICOR strategies in an effort to increase student achievement | Monthly through May 2020 |  |
| 3 | Grade Level Data Meetings | Administration, Grade Level Chairs, Teachers | Grade levels will gather to discuss students who are struggling and identify sound instructional strategies that will help these students find success- emphasis placed on building relationships with parents and communication of student performance. | Monthly through May 2020 | Increased Academic  Achievement,  Parental Involvement  Opportunities |
| 4 | Teacher Induction Program Training | Principal, Assistant Principal,  TOSA, Mentor Teachers,  Classroom Teachers | Provide new teachers with necessary training, such as Pre-School Based Orientation, District Orientation, and Staff New to the Building Orientation that will enhance classroom effectiveness while aiding in the comprehension of school wide expectations resulting in student academic achievement and parental involvement. | Monthly through May 2020 | Attendance,  Increased Academic  Achievement,  Parental Involvement  Opportunities |
| 3 | Curriculum Event Establish CSMS Prof. Learning Communities to gain knowledge  about, plan, implement, and reflect upon best  practices to ensure students success with the rigor and complexity of state standards. | Principal, Assistant Principal,  TOSA, Mentor Teachers,  Classroom Teachers | Parents will better understand the curriculum and explicit  teaching strategies (including reading, math, close reading,  and writing strategies) that will enable them to support the  academic growth of their child resulting in increased academic achievement. | 2 X Annually | Attendance,  Increased Academic  Achievement |
| 4 | Parental Involvement Plan | District admin and CSM Admin | Present to staff to see home and school gap begin to close. | Spring 2020 | Staff and Parent Survey |

**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:** |

**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:**Citrus Springs Middle School will inform parents of curriculum, assessments, meetings, student progress and the Title I program, at orientation in August, individual conferences, or Curriculum nights.   The monthly school newsletter will inform parents of any new information and remind them of any upcoming events school wide. These documents will be translated when needed. Copies of all documents will be provided by members of the Title I team. We will know if we are successful depending on the results of the Title I survey. The following are ways we will inform parents of curriculum, assessments, student progress, and Title I programs; use of school and district website, Skyward, required parent signature on parent compact forms, parent emails, parent conferences, teacher curriculum letters including classroom expectations and grading policies, published lesson plans, and messages over the phone by School Messenger. In addition, out of field teacher notification letters will be included in the September school newsletter. The marquee is updated frequently to show upcoming events and announcements. The school website is updated frequently by the technology specialist. Flyers are sent home by event coordinators at least 72 hours in advance. A translator will be available as needed for parent conferences. SAC/AVID will compile parent attendance sheets at each meeting. Parents are contacted via automated phone messaging system at least 48 hours in advance. Parents will be invited to MTSS/CST meetings. Current curriculum, expectations, and forms of assessment will be explained at parent nights and conferences. Parents are presented a power point from the district that explains grade level specific common core transition and standards. These materials are available in other languages upon request. Parents are invited to meet with administration, guidance, TOSA and their child's teacher to help facilitate their child's learning, social, and emotional growth. For students that don't have internet access, newsletters and forms on website are always available in the front office. The marquee announces upcoming events. Computers are available at school in the media center for parents and students. |  |

**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:** A variety of parental involvement activities will be planned to ensure that each parent has ample opportunity to participate. Multiple sources will be used to communicate opportunities for involvement to parents.   Translators are available for all IEPs, ELL meetings, and parent conferences or use of a computer application for primary language to English translation.   Our school also has wheelchair ramps for parents that are disabled.  CSM strives to have all families involved, while we realize that parents are comfortable with different levels of involvement, we work hard to include them in school activities and their child's learning.   Parents that do not have transportation available are invited to engage in phone conferences, Skype or Facetime with their child's teacher.   While most of our communication goes through a variety of methods, the use of school messenger allows us to provide information for our parents who are illiterate to get timely information as well as provides a reminder for all stakeholders. This phone program also translates messages to match primary language used at home.   For hearing impaired school information is available on the school website, through teachers' individual websites, Skyward, and newsletters.   Educational materials and assessment reports are available in other languages for those families who need it. |

**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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| **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)]; | Curriculum Parent Night | Administrative Team | Increased Standardized test scores | Fall and Spring |

**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**

Provide 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)].  
  
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**

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 | Meet the Teacher Night- All Content Areas | 1 | 450 | Increased understanding of Syllabi, Promotion requirements, Expectations, Resources and Support for Student Success |
| 2 | Curriculum Night | 2 | 600 | Increased parental involvement in development of Title 1 program decisions |
| 3 | AVID Parent Night | 2 | 50 | Increased organizational skills, study habits. Increase in student assessment scores in reading and writing. |
| 4 | SAC | 5 | 20 | Increased shareholder involvement in developing/implementing/review efficacy of programs to improve student success. |
| 5 | Science Parent Night | 1 | 30 | Parent celebration for students that completed a science fair project. |
| 6 | Parent Conference Day | 1 | 80 | Provided specific information to increase parent involvement with student academic assistance. |
| 7 | CSMS Community Events | 10 | 100 | Sporting Events, Band Concerts, Art Shows, Dragon Boat Races, McDonalds family Nights, School House Hustle, Kids Marathon |

**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 | Skyward Training- Support student and families' | 1 | 57 | Increased use of calendar, message center and parent portal. |
| 2 | TIP- Teacher Induction Program | 7 | 3 | Provided new teachers with resources to communicate with parents and families to involve parents with classroom activities. |
| 3 | FSA Training- Train teachers, increased staff knowledge regarding Standards | 4 | 57 | Increased knowledge of Standards, provide parents with resources to support students' needs. |
| 4 | Parental Involvement Plan | 1 | 25 | Increased relationships and communication between home and school. |
| 5 | iPad training- Increasing parental involvement through email and use of one to one devices | 8 | 25 | Increase knowledge of lesson plans, shared student work and grading information. |

**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 | Attendance by economically disadvantaged at open house and curriculum nights | Flipped Curriculum Nights on Internet and one to one devices |
| 2 | Parental involvement from parents of level 3 or lower scoring students | Deliberate Practice Plan developed to build administrator/core team and family/student relationship |
| 3 | Maintaining Parental Involvement from 5th to 6th grade transition | Establish grade level wide homework routines and communication procedures to bridge gap between 5th and 6th grade involvement. Use WEB to help students feel welcome in our school. |

**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 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** |

**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:**