

CENTRAL ELEMENTARY SCHOOL

Parent and Family Engagement Plan (PFEP) 2019-2020

I, Melissa Carter, 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 schools parental involvement policy [Section 1118(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].



Signature of Principal or Designee



Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: Our mission is to continuously improve upon high academic excellence, by encouraging all parents to participate as informed partners and inspiring each student to reach their potential in a safe learning environment.

Review Rubric:

Mission statements are written concisely, free of jargon, and parent-friendly and inspire stakeholders to be involved and supportive of the program. Strong mission statements include:

- Explanation of the purpose of the parental involvement program;
- Description of what will be done; and
- Description of the beliefs or value of the LEA.

Review Status: Adequate

Review Comments:

Involvement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

Response: At the beginning of each year we have an informational meeting for parents at each grade level. During this meeting teachers and administration explain that we are a Title I school, we give a description of what Title I means, parents' rights, and how this benefits our students, as well as budget information. At this time we also invite parents to be part of our PTO and our School Improvement Committee, both of which helps make decisions on goals for school improvement, parental involvement plans and activities, and on how we use our funds. Parents are notified by notes home, school website, social media (Facebook), school marquee, and Connect-Ed (school call out system) of meeting times and dates, in order to give them as many opportunities as possible to attend parental involvement activities hosted by Central. We encourage parental feedback through evaluation input and this information is summarized for use during SAC meetings and other parental committees.

Review Rubric:

Strong responses include:

- Identification of the group responsible for the development, implementation and evaluation of the plans;
- Description of the procedures for selecting members of the group;
- Explanation of how the input from parents will be documented; and
- Description of the process and involvement of parents in the development of required plans; and
- Information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].

Review Status: Adequate

Review Comments:

Coordination and Integration

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

Count	Program	Coordination
1	Parent Involvement Policy	Parents meet to discuss data in order to review and update the policy on a yearly basis.
2	Grade Group Meetings	At the beginning of each year parents are invited to attend a grade level meeting that explains the curriculum to the parents, the expectations of the teachers, and student assessments.
3	Parent/Teacher Conferences	Conferences are scheduled in the middle of each grading period (after progress reports) so that the teacher can meet with the parents one on one to review their child's grades and discipline in class. These meetings provide a forum for discussing ways parents can help at home. Parents become active participants in the learning process.
4	Daily Planners & AVID Binders	Students are required to write down their daily assignments. This planner and binder also serves as a means of communication between the parents and the teacher. This will assist in keeping students organized and parents informed on what academics are being taught in class and also upcoming family events.
5	School Advisory Council	All parents are invited to be part of this meeting. The committee is comprised of parents, teachers, administration, as well as community members. This committee reviews school data and assists in making decisions about school improvement.
6	Parent Liaison	This is an excellent program that provides parents with several different needs. The liaison helps with communication to parents, attends meetings to translate, and provides any type of support needed by students, or parents.
7	School Compacts	Parents help review and update the compact each year. The compact is then sent home with all students to help explain the expectations of everyone involved (parents, students, administration, and teachers).
8	Phone Call Out System	This system is designed to allow all parents the opportunity to hear upcoming school events in either English or Spanish.
9	Letters Home to Parents	All letters that are sent home are written in English and Spanish to help with the communication between the parents and the school.
10	Family Fun Nights	There are at least two family fun nights planned for each year. This involves literacy and STEM which promotes the family and the school working together.
11	VPK	Central houses a voluntary summer program available to all students who will be attending Kindergarten in the fall. Central also maintains 2 VPK classrooms throughout the school year funded by Title 1, part A and C and VPK funds. This reduces the barrier and makes the transition into Kindergarten smoother. VPK parent meetings take place each quarter to assist parents with best practices for academic practice at home.
12	Migrant extended day/year	This program continues to help migrant students with improving their academics after school, the transition to English over the summer as well as maintain skills learned in the school year and to expand on those through STEM activities.
13	School Volunteer Program	Parents are encouraged to volunteer in different areas throughout the school and for various school events.
14	State Assessment Information	Parents will be given printed reports explaining their child's performance on state testing.
15	Kindergarten Visitation	Local preschools and parents will be invited to attend the elementary school of their choice and visit classrooms to become familiarized with their potential kindergarten school site.
16	Social Media (Facebook Page)	This social media sight will be used to provide parents with an additional venue to communicate with the school, after school hours, and keeps parents updated on school happenings and current events at the school.

Review Rubric:

Strong responses include:

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

Review Status: Adequate

Review Comments:

Annual Parent Meeting

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

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Open House	administration	August, 2019	Greeted parents when they came into school. Answered any and all questions that they might have.
2	School Improvement/Title 1 overview Meeting	administration	August 2019	Parents are given copies of agenda, and minutes
3	5th grade Parent Meeting	5th grade lead teacher	August, 2019	Explanation of programs, question and answer session
4	4th Grade Parent Meeting	4th grade lead teacher	August, 2019	Explanation of programs, and a question and answer session
5	3rd Grade Parent Meeting	3rd grade lead teacher	August, 2019	Explanation of programs, question and answer session
6	2nd Grade Parent Meeting	2nd grade lead teacher	August, 2019	Explanation of programs, question and answer session
7	1st Grade Parent Meeting	1st grade lead teacher	August, 2019	Explanation of programs, question and answer session
8	Kindergarten Parent Meeting	kindergarten lead teacher	August, 2019	Explanation of programs, question and answer session
9	Pre-K Parent Meeting	Pre-K lead teacher	August, 2019	Explanation of programs, question and answer session

Review Rubric:

Strong responses include:

- Identification of specific activities or tasks;
- Identification of the person(s) responsible for completing the task;
- Reasonable and realistic timelines; and
- Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

Review Status: Adequate

Review Comments:

Flexible Parent Meetings

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

Response: We have an open door policy at Central Elementary where parents are welcome and encouraged to come throughout the day to meet with administration. Teachers are able to meet with parents during their planning time, after school, or a designated time agreed upon by both parties.

All School Improvement Meetings are conducted in the evening hours after 5:30 so that more parents can be involved. This year we will holding two Title 1 parent information nights. For example Pre-K, Kindergarten, First, and Second grade will all meet on Tuesday night and Third, Fourth, and Fifth grade will meet on Thursday night. Each grade group will meet for 30 minutes, so our parents with multiple students in different grade levels can rotate from grade to grade to be properly informed. Translators travel from meeting to meeting in order to provide assistance for parents. We will also be hosting a "Kids Care Corner" with a movie and childcare for kids to attend while parents attend meetings.

The Parent/Teacher Conference times vary in order to accommodate the parents. Parents may also request a conference time other than the designated progress report conferences.

Review Rubric:

Strong responses include:

- Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and
- Specific examples of the flexible schedule offered to parents.

Review Status: Adequate

Review Comments:

Building Capacity

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

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Student Planners & AVID Binders	Classroom Teachers	Student will record daily HW assignments in their Student Planners and keep classwork and notes organized in their AVID Binders.	Ongoing	Completed HW assignments and increased organizational skills
2	Phone Call Outs	Keri Alford	Parent will be aware of current events and will be informed if there child is absent.	Ongoing	Parent attendance and parent response
3	Parent/Teacher Conferences	Meredith Kane	Cooperation between the teacher and parents	Ongoing	Continued academic achievement
4	Open House	Melissa Carter	Communication between teacher and parents	August	Completion of student information and attendance

5	Kindergarten Grade level Meeting	Monica Crawford	Parent Awareness of curriculum, expectations, and how to help your child be successful	August	Student achievement
6	1st Grade Level Meetings	Maranda Berner	Parent Awareness of curriculum, expectations, and how to help your child be successful	August	Student achievement
7	2nd Grade Parent Meeting	Eileen Pearson	Parent Awareness of curriculum, expectations, and how to help your child be successful	August	Student achievement
8	3rd Grade Parent Meeting	Brooke Barnes	Parent Awareness of curriculum, expectations, and how to help your child be successful	August	Student achievement
9	4th Grade Parent Meeting	Alexis Price	Parent Awareness of curriculum, expectations, and how to help your child be successful	August	Student achievement
10	5th Grade Parent Meeting	Kylie Stone	Parent Awareness of curriculum, expectations, and how to help your child be successful	August	Student achievement
11	Pre-K meetings	Tamara Parrish	Build rapport with parents and assist with how to impact student achievement from the start of school life.	August	Student achievement
12	Take Your Dad to School Day	Keri Alford	Build the capacity of fathers involved in their child's education	September	Positive male role model involvement
13	Chili Bingo	Melissa Carter and Maranda Berner	Build the rapport with all stakeholders to increase student rapport	October	All stakeholders attendance and response
14	Talent Show	Micheala Slamka, Alicia Bradberry, & Carley Berner	Build confidence in students by showcasing their talents	November	Family attendance and response
15	Christmas Program	Michaela Slamka	Build confidence in students by showcasing their talents	December	Family attendance and response
16	Literacy Night	Barbara Morrell	Build students reading ability by providing parents with ways to work on reading at home with their child	January	Parent and student involvement and feedback
17	STEM Night	Keri Alford	Build students science ability by providing students and parents with engaging science activities	April	Parent and student involvement and feedback
18	Mother's Day Luncheon	Monica Crawford	Build the capacity of fathers involved in their child's education	May	Positive female role model involvement
19	College Day	Kylie Stone	Build the students awareness and knowledge of college expectations and opportunities	May	Student involvement, activities, and feedback

Review Rubric:

Strong responses include:

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

Review Status: Adequate

Review Comments:

Staff Training

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

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	AVID	Kylie Stone	Show teachers how the AVID program works and how it will impact student's achievement.	August-May	Evaluations & Student Outcome
2	Engage & EL Curriculum	District Administration	This is our countywide adopted reading resource. Teachers will be trained on how to use this program within their whole group and small group lessons. Parents will be sent home information on how they can also assist their child in reading at home.	August - May	Student outcomes
3	I-Ready	District Administration	This is a program where research has shown its effectiveness. Teachers will be trained on how to explain this program and its reports to parents. Parents will be given information on how to use this at home.	August - May	Student outcomes
4	Google Training	District Administration	Show teachers how to use components of Google; Google Docs, Google Sheets, Google Classroom, etc.	August-May	Evaluations

Review Rubric:

- Content and type of activity including the following: Value following:
 - Valuing of parental involvement,
 - Communicating and working with parents,
 - Implementation and coordination of parental involvement program,
 - Building ties between home and school,; and
 - Cultural sensitivity;

- Identification of person(s) responsible;
- Correlation to student academic achievement;
- Reasonable and realistic timelines; and
- Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task.

Review Status: Adequate

Review Comments:

Other Activities

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

Response: The regular classroom teachers meet with parents throughout the year to look at the data of their child and to make suggestions on how they can help their child at home. Academic on-line resources, sites, and Aps, that can be used at home to reinforce their learning, will be sent home, posted on the school website, and on the school Facebook page.

Review Rubric:

Strong responses include:

- Identification of the type of activity;
- Specific steps necessary to implement this activity;
- Person(s) responsible;
- Timeline; and
- Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

Review Status: Adequate

Review Comments:

Communication

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

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

Response: -Parents are informed about the Title I programs during grade level parent meetings, PTO, and SAC meetings.

-A detailed description is given to parents explaining the Title I programs provided to their students.

-Parent/ Teacher meetings occur throughout the year to provide parents the opportunity to participate in a question and answer session related to decisions in their child's education.

Review Rubric:

Strong responses include:

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

Review Status: Adequate

Review Comments:

Accessibility

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

Response: All written communication to parents will be in both English and Spanish. The Home School Liaison will translate all flyers, meeting notices, newsletters, and school plans that are sent home.

Translators will be provided to all parents who request it during meetings, phone calls, or any other needed communication.

Transportation will be provided for migrant families through the federal programs office. Advocates are also available to provide assistance when necessary.

Home-school Liaison will be available to assist with parent concerns.

Review Rubric:

Strong responses include:

- Process the school will use for translating information into a parents native language;
- Description of how the school will ensure that parents with disabilities will have access to parental involvement activities and/or services;
- Description of how the school will ensure that information is available to parents considering the fluctuating student populations;
- Specific languages in which information will be provided; and
- Process the school will use to monitor that schools provide information to parents in a language they can understand, if feasible.

Review Status: Adequate

Review Comments:

Discretionary Activities

Discretionary School Level Parental Involvement Policy Components check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1	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)];	Parental Meetings	Melissa Carter	Increased parental involvement.	August-May
2	Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and	PTO	Monica Crawford	Parent, teacher communication & Involvement	August-May
3	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	Extra-Curricular Events	Melissa Carter	Involve positive role models from within the community to show students and parents their support.	August-May

Review Rubric:

Strong responses include:

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

Review Status: Adequate

Review Comments:

Upload Evidence of Input from Parents

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

Uploaded Document

Review Rubric:

Review Status: Adequate

Review Comments:

Upload Parent-School Compact

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

Upload an electronic version of the Parent-School Compact.

Uploaded Document

Review Rubric:

School-Parent Compact must include the following components:

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

Review Status: Adequate

Review Comments:

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

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

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

Uploaded Document

Review Rubric:

Review Status: Adequate

Review Comments:

Evaluation of the previous year's Parental Involvement Plan

Building Capacity Summary

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

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Use of Student Planners	700	645	Student will complete daily assignments, and assessment scores.
2	Outreach Call Outs	132	676	Parent will be aware of current parental involvement events as well as parent conferences in order to impact student achievement.
3	Open House	1	516	Builds rapport between teacher/student/parent in order to foster student achievement
4	Title I and Grade Level Meeting	1	137	Inform parents of Title I overview and funding - allows for parent input on how these could impact achievement
5	Parent Teacher Conferences	4	196	Inform parents of student achievement in order to impact future achievement
6	Take Your Dad to School Day	1	216	To promote fathers involvement in their child's education.
7	Mother's Day Luncheon	1	232	To show appreciation to our student's mother's for all that they do for their child's education.

Review Rubric:

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

Review Status: Adequate

Review Comments:

Staff Training Summary

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

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	MTSS Training	1	37	Use of MTSS ensures individual needs are met in order to have high student achievement
2	Marzano	4	37	Discussing how the Marzano Evaluation works, teacher growth plans, and how it effects teacher evaluations
3	Curriculum Mapping	1	6	County wide discussion and ELA curriculum mapping

Review Rubric:

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

Review Status: Adequate

Review Comments:

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)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Transportation (economically disadvantaged)	Community outreach presentations
2	Time of Meetings	Hold meetings later to provide a more feasible time for working parents to attend.
3	Language (Hispanic)	Translators at meetings and all documents translated into Spanish and English.

Review Rubric:

Strong responses include:

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

Review Status: Adequate

Review Comments:

Best Practices (Optional)

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

count	Content/Purpose	Description of the Activity
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Review Rubric:

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

Review Status: Adequate

Review Comments:
