

2016-2017 School Parental Involvement Policy/Plan

School: Orange Center Elementary

LEA: Margarete Talbert-Irving

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(b)(1) of the Elementary and Secondary Education Act (ESEA). The policy establishes the expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, and is incorporated into the schoolwide Title I / School Improvement Plan submitted to the Florida Department of Education (FDOE) as required in Section 1114(b)(2) of ESEA.

Assurances

Orange Center Elementary agrees to:

- 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(a)(3)(B)];
- 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)];
- 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)];
- 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)(2)(E)];
- Inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Centers (PIRC) in Florida, i.e., PIRC of Family Network on Disabilities in Florida (FND) and PIRC at University of South Florida (USF) [Section 1118(g)];
- 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

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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, as described in Section 1111(h)(6)(A) [Section 1111(h)(6)(A)].

Parental Involvement Mission Statement

Orange Center Elementary School is dedicated to leading our students to success with the support and involvement of families and the community by involving parents in Title I policies as well as all school events in order to build a strong community partnership and strong parent-student-school relationship.

1. 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)]. 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)].

Orange Center Elementary School believes in involving parents in its Title I programs. The School Advisory Council has the responsibility for developing, implementing, and evaluating the school level plans, including the School Improvement Plan and the Parent Involvement Plan. The School Advisory Council members are parents, staff members, and community members who have volunteered and have been approved by the parents of Orange Center Elementary. Input from parents will be documented in the meeting minutes for the School Advisory Council meetings. All parents were given surveys at the mid point of the 2015-2016 school year seeking their input on activities and training they would like to have implemented help their child. Results of the parent surveys were used to plan activities for the 2016-2017 school year. Parents are given the opportunity to review the PIP and offer their input during the Title I Annual Parent Meeting. OCE involves the parents of children served in Title I, Part A in decisions about how Title I funds are spent. In addition to informing parents through the School Advisory Council Orange Center will do the following:

Jointly develop/revise with parents the school parental involvement policy and distribute to the local community.

Provide each parent an individual student report about the performances of their child on the State assessment in at least mathematics, and language arts.

Provide each parent timely notice when their child has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term section 200.56 of the title I Regulations.

PTA/SAC/PLC/Parental Involvement meetings will be held monthly for parents.

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2. 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)].

Program	Coordination
Pre-Kindergarten	OCE will include Pre-K in all communications and Title 1 events
Title II	Professional development trainings will be provided to teachers relating to Parental Involvement, especially focusing on teaching parents how to help students at home. Sign in sheets of the training will be documentation.
Title 1/ATS	Staff will be qualified OCE teachers that are trained on the different curriculum that will be used during ATS. Tutoring will be held two days per week and focus on academic deficits of students based upon their benchmark assessments and mini assessments given

3. 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 education 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)].

Activity/Task	Person Responsible	Timeline	Evidence of Effectiveness
Send Invitations/Notices	Administration	September 2016	Number of parents that attend and sign in sheets
An agenda, handouts, and sign in sheets will be created.	Title I Parent Involvement Contact	August 2016	Copy of agenda & Sign in sheets
PowerPoint Presentation of Title I Services	School Counselor	August 2016	Copy of agenda & Sign in sheets & All parents understood information in PowerPoint
ConnectEd phone call	Mrs. Talbert-Irving-Principal	August 2016	Number of parents that attended due to phone call
Send out invitations via students	Mrs. Demosthenes	August 2016	Number of forms returned
The tentative Parent Involvement Plan will be reviewed and requests for changes will be made	Title I Parent Involvement Contact and Principal	August 2016	Copy of agenda, parent sign-In sheets & number of parents attending

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Send home handouts to all parents that did not attend	Title I Parent Involvement Contact	Day after meeting	Copy of handouts sent home
The meeting will be conducted in the media center. The Title I Program will be explained to parents.	Title I Parent Involvement Contact and Principal	August 2016	Copy of agenda & Sign in sheets
Maintain Documentation	Title 1 Parental Involvement Contact	August 2016	Copy of agenda, advertisement and sign in sheets

4. 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)].

During the first semester of school, morning, afternoon, and evening parent conferences will be scheduled to discuss student progress. In order to provide flexibility and ensure all parents are accommodated, conferences may also be scheduled before school and/or during teacher planning time as needed throughout the year. Telephone conferences will also be offered to provide flexibility. Orange Center Elementary School will:

- *Offer breakfast meetings (PTA, SAC, Title I, etc.) for parents.
- *Invite parents to special assemblies and hold meetings right before the event begins.
- *Allow parents to bring their children to meetings and provide childcare.
- *Work with the Orange County Mental Health dept. to offer free counseling services to parents and students if the parents do not have insurance.
- *Walk to parent's homes to talk with them about school/student information.
- *Speak with parents informally after school to talk about how the Parent Resource Liaison can be of benefit to them and other families in the community.
- *Food will be provided by our Partners in Education for Open House and Family Nights.

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5. 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)].

Content and Type of Activity	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
All About Standards Night	Grade level teachers	Parents will have a better understanding of how students are learning in reading and math based upon the FL State Standards	September 2016	Increased parent involvement, increased student academic focus, better behavior towards others
Reading Literacy Night	Reading Coach, Media Specialist	Increase student interest in reading and the importance of reading	October 2016	Parent turnout, parent volunteers, student's desire to read increases & Parent Sign-In Sheets
National Elementary Honor Society	NEHS Committee	Students are recognized for their academic achievements.	October 2016	Parent turnout, parent volunteers, student's desire to read increases & Parent Sign-In Sheets
Additions Volunteer Meetings	School Counselor/Parent Liaison	Help tutor, mentor and assist with school activities to close the academic achievement gap	Monthly	Increase in student test scores, increase in parent participation
Math Night	Math Coach	Increase parental understanding of what is required for students at their grade level.	November 2016	Increase student involvement and scores
FSA Night (Reading, Math, Writing, Science (FCAT))	Teachers (Gr. 3-5)	Increase parent awareness of what is expected for FCAT test administration	January 2017	Increase parental involvement and student test scores & Parent Sign-In Sheets
STEM & UCF (NSBE)	UCF/Teachers 3-5/Parent Liaison	Increase parental understanding of what students are learning in science and STEM at their grade level.	Bi-monthly October 2016 April 2017	Parent turnout/student awareness
Winter Music Program	Teachers	Increase positive choices/increase interest	December 2016	Increase awareness and parental involvement & Parent Sign-In Sheets
STEM Night	Teachers	Increase parental understanding of what students are learning in science and STEM at their grade level.	February 2017	Increase awareness and parental involvement & Parent Sign-In Sheets
Parent Workshop	Parent Resource Liaison	Increase parent awareness	Every other month 2016-2017	Increase involvement and interest in furthering future goals & Parent Sign-In Sheets

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5. Describe the training 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)].

Content and Type of Activity	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
The Importance of Parental Involvement Training Module 1	Parent Liason Resource Teacher, Title 1 Contact and principal	Assist faculty and staff with understanding why parental involvement matters in the lives of children and school improvement. Teachers will learn how effective parental involvement affects higher achievement	October 2016	Sign in sheets from PI activities and parent conference attendance
Building Ties Between Home and School Training Module 2	Parent Liason Resource Teacher, Title 1 Contact and principal	Faculty and staff will be able to identify barriers to academic achievement and ways to support students through involving home and school in activities that are occurring within the classroom.	December 2016	Increased student interest in classroom activities, increased communication with parents, less apprehension of parents to communicate with teachers and other school employees.
Implementation and Coordination of Parental Involvement Programs Training Module 3	Parent Liason Resource Teacher, Title 1 Contact and principal	Faculty and staff will be able to understand how PIP are created and how classroom activities can support the implementation of the PIP thereby increasing student achievement.	February 2017	.Lessons involve activities that involve an element of parental engagement that acknowledges some of the barriers and helps to reduce them.
Communicating and Working with Parents Training Module 4	Parent Liason Resource Teacher, Title 1 Contact and principal	Teachers conducting parent-teacher conferences will be able to communicate the needs of the student in such a way as to create a relationship with parents that gets the students the support needed to support their academic success.	April 2017	Increased positive communication between parents and teachers.

6. 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 child [Section 1118 (e)(4)].

Resources for parents will be available for checkout through the media center. The media center will be open in September during Open House and conference night hours in November and April for parents to check out materials. The school Reading Coach, Curriculum Resource Teacher, Math Coach, and classroom teachers will provide materials for parents to use at home with their children as needed.

* Additions School Volunteers-invite parents and volunteers to participate in school activities.

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Resources for parents will be available for checkout through the media center. The media center will be open in September during Open House and conference night hours in November and April for parents to check out materials. The school Reading Coach, Math Coach, and classroom teachers will provide materials for parents to use at home with their children as needed.

- * Additions School Volunteers-invite parents and volunteers to participate in school activities.
- * Meet the Teacher - parents and students are invited to familiarize themselves with the school campus and meet their teacher for the new school year.
- * Literacy Night-students come in the evening in their pajamas with parents and participate in reading activities to support literacy.
- * Thanksgiving Luncheon-parents come to school during their child's lunch time and eat lunch with their child and other students. Lunch is specially prepared by the cafeteria staff. Supports community and parent involvement and students feel supported by their parents/guardian.
- * Open House - Parents and students are invited to attend to meet with their teacher, receive curricular/core subject area information, receive skills and strategies that can be utilized at home to help the child, as well as learn of allied agencies and organizations that can help parents and children as well.
- * Report Card Conference Night-Parents are invited to have a one-on- one talk with the teachers about their child's academic and behavioral progress.
- * Provide a food and clothing pantry for impoverished families with students attending our school. Parents receive information skills and strategies that will help improve their role as parents.
- *AHA Teaching Garden along with partners from Orlando Health encourage parents to come out and volunteer in the upkeep of the garden and the facilitation of the farmers garden that will be held during the year.
- *ProgressBook parent and student access will be made available so parents can be informed of their students academic progress.

7. 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 also submit the parents' comments on the plan that will be available to the local education agency [Section 1118(c)(5)].

Information about Title I programs will be presented at the Title I Annual Parent Meeting and at School Advisory Council Meetings. Each child will receive a calendar of events fro the school year to inform them of the Title 1 and PIP activities that will take place during the course of the school year. Information will also be posted on the Orange Center Elementary School website. Flyers will be sent home inviting parents to Family Nights and other school events. This information will also be posted on the website.

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A description and explanation of the curriculum, assessments, and proficiency levels students are expected to meet will be posted on the school website. Parents will be invited to participate in conferences with the teachers in October 2016 and April 2017. In addition to these dates parents may schedule a conference with the teacher at any time that it is convenient to both parties. Teachers and parents can also communicate by phone and by writing in the student planner.

* Open House-Inform parents about school policies, academic curriculum, academic assessment measures and test dates.

* Meet the Teacher - parents familiarize themselves with the campus, meet their child's teacher, and learn of school expectations.

* Student planners are utilized and notes are sent home with weekly updates

8. 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)].

Interpreters and translated documents for parents will be provided as needed. Services for disabled parents will be provided as needed. We do not have any migrant students at this time.

* All activities will have a staff member who is able to translate Haitian-Creole and Spanish for parents that are more fluent in Creole and Spanish than English.

* Letters and flyers sent home to parents will be translated in Creole and Spanish for Haitian and Hispanic parents.

* Meetings, assemblies, and programs will have a staff member present to translate information as necessary.

* Any individuals needing accommodations based upon a disability will have materials adjusted to fit the extent of their disability.

Discretionary School Level Parental Involvement Policy Components

X Check here if the school does not plan to implement the discretionary activities.

Check all activities the school plans to implement:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];

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- Providing necessary literacy training for parents from Title I, Part A funds, if the school has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)];
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1118(e)(8)];
- Training parents to enhance the involvement of other parents [Section 1118(e)(9)] ;
- 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)];
- Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].

9. Describe how each discretionary activity checked above will be implemented.

Activity	Description of Implementation Strategy	Person Responsible	Correlation to Student Achievement	Timeline

School-Parent Compact:

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 school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Provide a copy of the School-Parent Compact and evidence of parent input in the development of the compact.

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Adoption

The parental involvement policy/plan has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by .

This policy/plan was adopted by the school on mm/dd/yy and will be in effect for the period of mm/dd/yy. The school will distribute this policy to all parents of participating Title I, Part A children on or before mm/dd/yy.

(Signature of Authorized Representative)

(Date)

Provide evidence that this policy/plan has been developed with the input from parents and based on the review of the 2015-16 PIP.

Review of 2015-2016 School Parental Involvement Policy/Plan

1. Provide a summary of activities provided during the 2015-2016 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.

Content and Type of Activity	Number of Activities	Number of Participants	Correlation to Student Achievement
Literacy Night	1	65	Increase student interest in reading and the importance of reading
Math Night	1	69	Increase student interest in math and the importance of math in everyday life.
Additions Volunteer Meetings	6	8	Help tutor, mentor and assist with school activities to close the academic achievement gap
Meet your Teacher Night	1	115	Parents and students were able to familiarize themselves with the facility and meet the teacher
Open House	1	89	Parents and students received an overview of academic and behavioral expectations which parents are able to reinforce in the home
Title 1 Parent Meeting	2	65	Increase general knowledge about Title 1 and it's role to increase parent involvement and student success
Additions Volunteer Breakfast	1	36	Encourage parents and community stakeholders to stay involved in students academics.
National Elementary Honor Society Induction	1	66	Parents become more aware of the impact of grades upon student success.
FSA Night	1	53	Increase parent knowledge of the Florida State expectations for student accountability.
Winter Musical	1	67	Increase parent's knowledge of how the arts has a direct effect on student achievement.
STEM Night	1	54	Increase parents understanding of the STEM program and how science can be cross curricular.

2. Provide a summary of the professional development activities provided by the school during the 2015-2016 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)].

Content and Type of Activity	Number of Activities	Number of Participants	Correlation to Student Achievement
Information on effective parental involvement and communication will be provided to school personnel	4	35	When parents and schools work together and communicate effectively there will be an increase in student achievement

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Professional Learning Community Meetings	36	25	Teachers learn educational best practices to increase student achievement and reach parents
Team Leader Meetings	15	10	Teacher increase in knowledge, teachers learn effective ways to communicate with parents
School Advisory Council (SAC)	10	130	Parents and teachers unite to build a community and increase student achievement.
Parent Leadership Council	3	5	Teachers and parents of ESOL students unite to build community and increase student achievement

3. Describe the barriers that hindered participation by parents during the 2015-2016 school year in parental involvement activities. Include the steps the school will take to during the 2016-2017 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)].

Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
Parents that are deterred due to language barriers	Provide documents translated in the students home language and provide an interpreter for the languages that are represented at our school. For ex. Spanish and Haitian-Creole
Economically disadvantaged families lack involvement in school sponsored events.	The school will provide at least one Family Night at an off-campus location in the economically disadvantaged neighborhood.
Parents with work schedule conflicts	Activities will be varied in the time that they are presented. Ex. Morning vs. Evening and rotating this schedule.

4. Describe the parental involvement activity/strategy implemented during the 2015-2016 school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

Content/Purpose	Description of the Activity
Math Night	The theme was a winter wonder land. The math teachers came together and created math activities to match the theme. The event was well attended. Raffle tickets were given and this helped to increase participation.

Review Rubric for 2015-2016 School Parental Involvement Policy/Plan

School Name: Orange Center Elementary

Reviewer: _____ Review Date: _____

Policy/Plan Components	YES	NO
2015-2016 Plan Review		
Was evidence adequate to demonstrate that the PIP was developed jointly with and agreed upon by parents of children participating in Title I programs?		
Is the PIP written in an understandable format and provided in a language parents can understand?		
Were revisions/updates to the plan made based upon the review of the 2015-2016 plan? Did the school address the barriers identified in the review?		
LEA Policy Mission Statement		
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: <ul style="list-style-type: none"> • Explanation of the purpose of the parental involvement program; • Description of what will be done; and • Description of the beliefs or values of the LEA. 		
1. 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)]. 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)].		
Strong responses include: <ul style="list-style-type: none"> • Identification of the group responsible for the planning, review, and improvement of the Title I program; • Description of the procedures selecting members of the group; • Explanation of how input from parents will be documented; and • Description of the process for schools to involve parents in the development of the required plans; and • Includes 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)]. 		
2. 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)].		
Strong responses include: <ul style="list-style-type: none"> • Identification of the specific federal program; and • Description of how the programs were coordinated. 		

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<p>3. 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 education 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)]</p>		
<p>Strong responses include:</p> <ul style="list-style-type: none"> • 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. 		
<p>4. 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)].</p>		
<p>Strong responses include:</p> <ul style="list-style-type: none"> • 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. 		
<p>5. Describe how the school will implement activities which 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 children to improve their children'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)].</p>		
<p>Strong responses include:</p> <ul style="list-style-type: none"> • Content and type of activity including the following: <ul style="list-style-type: none"> • The state's academic content standards and State student academic achievement standards, • State and local academic 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 person(s) responsible; • Reasonable and realistic proposed timelines; • Correlation to student academic achievement; and • Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task. 		

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<p>6. Describe the training for staff 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)].</p>		
<p>Strong responses include:</p> <ul style="list-style-type: none"> • Content and type of activity including the following: <ul style="list-style-type: none"> ○ Value of parental involvement, ○ Communicating and working with parents, ○ Implementation and coordination of parental involvement program, ○ Building ties between home and school, and ○ Cultural sensitivity; • Specific correlation to student achievement; • Reasonable and realistic timelines; and • Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task. 		
<p>7. 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)].</p>		
<p>Strong responses include:</p> <ul style="list-style-type: none"> • 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. 		
<p>8. Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:</p> <ul style="list-style-type: none"> • 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)]; and • 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)]. <p>Note: If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will also submit the parents' comments on the plan that will be available to the local education agency [Section 1118(c)(5)].</p>		
<p>Strong responses include:</p> <ul style="list-style-type: none"> • 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. 		

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<p>9. 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 LEA 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)].</p>		
<p>Strong responses include:</p> <ul style="list-style-type: none"> • Process for translating information into a parent’s native language; • Description of how the school will ensure that parents with disabilities 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 that information will be routinely provided; and • Process the school will use to monitor the dissemination of information to parents. 		
<p>10. Describe how each discretionary activity checked will be implemented.</p>		
<p>Strong Responses Include:</p> <ul style="list-style-type: none"> • Content and type of activity including the following: <ul style="list-style-type: none"> ○ Involve parents in the development of staff training, ○ Provide literacy training, ○ Pay reasonable and necessary expenses to conduct parental involvement activities, ○ Train parents to help other parents, ○ Maximizing parent participation, ○ Adopt and implement model parental involvement programs, or ○ Develop roles for community organizations and/or businesses in parental involvement activities; • Description of the implementation strategy; • Identification of person(s) responsible; • Correlation to student academic achievement; and • Reasonable and realistic timelines. 		
<p>School-Parent Compact</p>		
<p>School-Parent Compact must include the following components:</p> <ul style="list-style-type: none"> • 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 		

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<p>parents on an ongoing basis through, at a minimum—</p> <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ● Evidence that parents were involved in the development/revisions to the compact [Section 1118(d), ESEA]. 		
Review of the 2015-2016 Policy/Plan		
<p>Did the school include a copy of the review of the 2015-2016 policy/plan?</p>		
<p>Did the review include all required components?</p> <ul style="list-style-type: none"> ● A summary of the results of the activities conducted for parents; ● A summary of the staff training activities; ● 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 school will use the information gathered from the review to design strategies for more effective parental involvement policies. 		

Additional Comments or Concerns:
