

## 2015-2016 School Parental Involvement Policy/Plan

School: **South Creek Middle School**

LEA: **Wesley Trimble**

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

Innovations 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 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

South Creek Middle School's mission is to lead our students to success with the support and involvement of our families and community by planning various activities at flexible times in order for our parents to involve themselves.

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

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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)].

We firmly believe that the SIP and Title I PIP are key to the success of South Creek Middle School's Title I programs. The PIP is developed with a core group of teachers, parents and community parents. In addition, the Parent Involvement Coordinator works in conjunction with the School Advisory Council to plan, review, and improve school programs. The Principal and Parent Involvement Coordinator provide agendas of meetings and reminders for meetings to encourage participation. All parents were given the opportunity to review the plan, give input and make revisions prior to the approval of our plan. Revisions are addressed as needed. An agenda for these meetings is created as well as a list of participants. Title I and funding is discussed at SAC meetings and the members discuss the best ways to utilize the funds to support parental involvement and student academic success. Parents, teachers and staff are invited to meetings to offer suggestions for utilizing Title I funds. Parents are also encouraged to submit suggestions to the Parental Involvement Coordinator via email, through the school website or in writing through forms provided by the Parental Involvement Coordinator. School surveys are sent yearly and discussed during SAC and PTA meetings to drive decision making. Agendas are created at the beginning of each SAC meeting to include Title I and any updates. All meetings are advertised and attendance is promoted. The PIP is shared with all community stakeholders for review and future planning and is considered a working document. A copy of the Parent Involvement Plan is available on the southcree.ocps.net website.

- 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
Homeless Education	Communication to share resources with families and community, professional development, collaboration to effectively serve this population.
ESE Dept. IDEA	Supplemental instructional support provided by Title I will be discussed with parents during the development of the students IEP.
Title II	Teacher professional development focusing on strategies to enhance instructional delivery in all content areas and the implementation of CCSS.
Title I Reading	Promotion of Family Literacy, strategies for increased student achievement and development and strengthening the relationship between parents and the school.
Title I (ATS) Academic Tutoring Services	Parent notification of services, Parental Involvement and ATS Parental Input Evaluation, College and Career Awareness.

- 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
School Messenger	Principal	Week of October 5 – 13, 2015	Messenger phone log and copy of completed message sent.
Open House date posted on school marquee	Principal	Week of October 5 – 13, 2015	Agenda and Sign-in Sheet
Develop agenda, handouts, and presentation materials	Principal and Parent Involvement Coordinator	September/October 2015	Copies of Sign-in Sheets

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School newsletter will be sent home with information pertaining to the annual meeting	Principal	October 2015	Number of Participants
Weekly newsletter sent to community and partners in education	Principal	Ongoing	Copy of Weekly Newsletter
Title I video to be viewed during Open House	Principal and Parent Involvement Coordinator	Day of Event - October 13, 2015	Sign-In Sheets
Title I/Parent Involvement booth at Open House	Principal and Parent Involvement Coordinator	Day of Event - October 13, 2015	Sign-In Sheets and Pictures
Provide Title I brochures	Principal and Parent Involvement Coordinator	Day of Event - October 13, 2015 and ongoing throughout the school year	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)].

A needs assessment was sent home asking families to list preferred days and times for meeting and activities. It asked parents to list any barriers they believe may prevent them from attending events so the PIP committee can take a solution oriented approach when working with those families. Our aim is to provide flexibility and ensure all parents are accommodated, conferences will be scheduled before school. Telephone conferences provide a flexible option when meeting in person is not possible. Title I funds will be used to provide incentives to students whose parents participate and to supplement teachers working after hours.

Title I Parent Involvement Meetings: Several meetings are scheduled to occur throughout the school year to discuss and plan parent involvement activities as related to school events and parent needs. Meetings scheduled for after school to allow more parents to attend. Copies of materials from meetings will be available in the office for parents who were unable to attend.

A variety of day and evening parent involvement opportunities will be provided throughout the school year.

1. Day time and/or evening programs will be held to promote science, literacy, math, and college and career preparation (Science Fair, STEM & Literacy Expo, FSA/EOC Parent Night, and AVID/Science Scholars Night)
2. Childcare will be provided during some parent nights.

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)].

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<b>Content and Type of Activity</b>	<b>Person Responsible</b>	<b>Correlation to Student Achievement</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
Digital Curriculum Parent Night	Principal, Asst. Principals, Parent Involvement Coordinator, PTSA, and SAC	Parent involvement of Digital Curriculum increases student achievement	August 18, 2015 and Sept. 2015 through April 2016	Attendance, Feedback forms, Title I Survey
AVID Night	Principal, Asst. Principals, Avid Coordinator, AVID teachers, and Parent Involvement Coordinator	Parental involvement increases student achievement.	Fall 2015 and Spring 2016	Attendance, Agendas, Feedback forms
STEM and Literacy Expo	Principal, Asst. Principals, Science Coach, Reading Coach, Math Coach, and Classroom Teachers	Parents will have the opportunity to engage in hands on activities they can use with their children.	Spring 2016	Attendance, Feedback forms
PTSA General Meeting	PTSA, Principal, Asst. Principals and Parental Involvement Coordinator	School involvement; ways to support students with homework	September 2015 through May 2016	Sign In sheets Agendas Notes
SAC Parent Meetings	SAC Chair and Members, Principal and parents	School Improvement Plan, PIP and COMPACT	September 2015 through May 2016	Sign In sheets Agendas Notes
Family Game Night	Boys and Girls Club and Parent Involvement Coordinator	Parental involvement increases student achievement.	Fall 2015/Spring 2016	Attendance, parent feedback, Title I survey
Individual conferences regarding technology and access to Progress Book	Parent Involvement Coordinator, Classroom Teachers, Guidance Counselors	Parents will be provided with individual help on how to access Progress Book to monitor student progress	Initiate in September then on an as needed basis	Parent/teacher conferences signatures, sign-in sheets, agendas
ESOL Parent Leadership Council	Principal, Curriculum Compliance Teacher	Parents will be provided with strategies to help their students acclimate to the school as they learn English. Translation services will be provided for parents so they can understand how to participate in their child's education.	September 2015 through May 2016	Attendance, feedback forms
Curriculum Night (Incoming 6 <sup>th</sup> Grader)	Principal, Asst. Principals, Parent Involvement Coordinator, PTSA, and SAC, Guidance Counselors, and Coaches	Parental involvement increases student achievement.	May 2016	Sign In sheets Agendas Notes
Science Fair	Principal, Science Coach,	Parent involvement	December	Sign-In Sheets and

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	All Science teachers	increases student achievement	2015	Pictures
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6. 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)].

<b>Content and Type of Activity</b>	<b>Person Responsible</b>	<b>Correlation to Student Achievement</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
Communicating and Working with Parents	Parent Involvement Coordinator, Principal, SAC represented	Providing teachers with tools to improve parental communication will increase student achievement.	October 2015	Sign-in sheets, agenda, handouts, presentation materials
Data Meetings	Teachers and Leadership Team Placement Specialist	Focus on intervention and parental involvement during official MTSS meetings.	Ongoing	Notes, data and phone logs
PLC	Principal, PLC Committees	Build ties between home and school based on research.	Monthly	Notes/Agendas
Presentation of Parent Involvement Plan and Compact	Parent Involvement Coordinator, Principal	Set clear goals of parental involvement with faculty.	August 2015	Agenda Sign in Sheets Agenda/Handouts Presentation materials
Digital Curriculum	Administration, Digital Teacher Leaders, Reading Coach, Math Coach, Science Coach	Understanding and implementation of the Digital Curriculum Plan	Continuous staff development throughout 2015-2016 school year	Agenda Sign in Sheets Agenda/Handouts
Marzano	Administration Instructional Coach, CRT, Reading Coach, Math Coach, Science Coach	Instructional strategies to increase student achievement – CCSS	Continuous staff development throughout 2015-2016 school year	iObservation Agenda Sign in Sheets Agenda/Handouts
Marzano	Administration Instructional Coach, CRT, Reading Coach, Math Coach, Science Coach	Understanding and implementation of Deliberate Practice Plan.	Throughout 2015-2016 school year	iObservation Agenda Sign in sheets Agendas/Handouts
District-Provided Parental Involvement Training Module 1 - The Importance of	Parental Involvement Coordinator, Teachers and Administration	Teachers and school personnel will be able to define parental involvement, why parental involvement matters in the lives of children in the school improvement and they will be able	October 2015	Handouts/Exit tickets

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Parental Involvement		to describe the six types of parental involvement and list examples.		
District-Provided Parental Involvement Training Module 2 - Building Ties Between Home and School Related to the Importance of Parental Involvement	Parental Involvement Coordinator, Teachers and Administration	Teachers and school staff will be able to identify how attitudes impact behaviors at school, identify possible barriers to parent participation, name the components of a welcoming and family friendly schools and list ways the classroom activities can be modified to ensure a positive parent rapport.	December 2015	Handouts/Exit tickets
District-Provided Parental Involvement Training Module 3 - Implementation and Coordination of Parental Involvement Programs	Parental Involvement Coordinator, Teachers and Administration	Teachers and school staff will be able to describe the parental involvement plans and policies for the LEA and school. They will be able to identify how PIP's are developed and list ways in which classroom activities can support the implementation of the PIP as well as describe examples of parental involvement beyond participation in LEA or school activities.	February 2016	Handouts/Exit tickets
District-Provided Parental Involvement Training Module 4 - Implementation and Coordination of Parental Involvement Programs	Parental Involvement Coordinator, Teachers and Administration	Teachers and school staff will be able to identify the components of an effective parent-teacher conference, list the requirement parent notification letters and create parent-friendly notices for students to take home related to the importance of parental involvement.	April 2016	Handouts/Exit tickets

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

Parent Conferences – Teachers, parents, and students will discuss how to ensure the child’s academic success and what the parent can do at home. The Parent/Student/School Compact will be reviewed and signed.  
 Parent Involvement Resource Center – The school will seek to establish a family-friendly school with the establishment of a Parent Involvement Resource Center.  
 Extended Media Hours - Extended media center hours will be offered for parents and student to utilize computers and library books beginning in October 2015.  
 After school tutoring – Tutoring will be available in core classes and high school credit classes beginning in October 2015.

8. 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)];

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- 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)].

The school will inform parents of curriculum, assessments, meetings, student progress, proficiency levels, and Title I programs at the beginning of the year during the Title I Annual Meeting on October 13, 2015. The weekly school e-newsletter will inform the parents, and community, of any new information and remind them of information that has already been sent home. These documents will be translated when needed. Copies of necessary documents will be kept on file by the Title I Contact/Parent Involvement Coordinator. We will know if we were successful based on the results of the annual Title I Parent Survey and Parent Feedback forms. The following is a list of different ways we will inform parents of curriculum, assessments, meetings, student progress, proficiency levels, and Title I programs:

1. Use of school and district website
2. Copies of important notes that are sent home with students are also posted on the school website.
3. Connect-Orange calls will be made in English, Spanish and when needed Creole, to inform parents of special events at the school and documents which were sent home.
4. Each parent and student will be assigned a Gaggle email account through the school which they can link to their personal email address. This will serve as a means for mass communication between parents and the school.
5. Curriculum letters/Syllabi with grade level expectations and grading policies are provided by teachers.

**NOTE:** If a parent is unsatisfied with the school-wide program plan under Section 1114(b)(2), they will be asked to provide their comments to the principal who will then provide them to the area superintendent.

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 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)].

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. To provide full access and opportunities for all English limited proficiency parents; school reports and informational letters from the school will be provided in the child's home language according to federal/state guidelines. In addition, steps will be taken to ensure disabled parents have access to school events and or information. Staff members and or district support personnel will be available to assist parents who have disabilities (visual, physical, auditory).

### **Discretionary School Level Parental Involvement Policy Components**

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)];
- 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)];

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- 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)].

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

<b>Activity</b>	<b>Description of Implementation Strategy</b>	<b>Person Responsible</b>	<b>Correlation to Student Achievement</b>	<b>Timeline</b>
Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];	Building relationships with parents where we involve/invite them to trainings to see what the teachers are learning and how the strategies are implemented in the classrooms.	Principal, Assistant Principal, Parent Involvement Coordinator	Student achievement is increased with more parental involvement	Ongoing
Training parents to enhance the involvement of other parents [Section 1118(e)(9)];	Bi-weekly parent workshops to increase understanding of curriculum and how parents can help at home	Principal, Assistant Principal, Parent Involvement Coordinator	Student achievement is increased with more parental involvement	Ongoing
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)];	Parent/teacher conferences are scheduled for mornings, extended media center hours during which teachers will be available, evening events to accommodate parent work schedules.	Principal, Assistant Principal, Parent Involvement Coordinator	Student achievement is increased with more parental involvement	Ongoing
Adopting and implementing model approaches to improving parental	Increase awareness of parents where attendance is concerned and how	Principal, Assistant Principal, Placement	Student achievement is increased with more parental	Ongoing



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involvement [Section 1118(e)(11)];	it is directly correlated to student achievement. Include Child Study Team and Attendance Policies	Specialist, Parent Involvement Coordinator	involvement	
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**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.

[School Compact - Evidence.pdf](#)  
[SCMS School Compact.pdf](#)

**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 the SAC Meeting held on 09/08/14.

This policy/plan was adopted by the school on 09/30/14 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before 10/17/14.

\_\_\_\_\_  
(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 2013-2014 PIP.

[PIP-Evidence.pdf](#)

# Review of 2014-2015 School Parental Involvement Policy/Plan

1. Provide a summary of activities provided during the 2013-2014 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
Meet the Teacher	1	376	Understanding the expectations of the new school year and meeting their teachers
Open House	1	457	Meeting with parents to discuss their child's academic success as well as areas of concern that can be helped by the parent at home
Parent Night	2	322	Parents involvement increases student achievement and awareness of what child needs to be successful
Family Literacy Night	0	0	Reading is the gateway to success in all academic areas
STEM Expo	1	221	Parents engage in hands on activities to increase understanding of curriculum taught to students and use activities at home
Family Game Night	1	100	Parents engaged in games with their children, teachers which build relationships and are directly correlated to increasing student achievement
ESOL Parent Leadership Council	0	0	Parents are provided with strategies to help their students acclimate to the school as they learn English. Translations services were provided to teach parents how to work with their children and learn how to get involved with school activities to increase their awareness and help their child be successful.
Science Fair	1	120	Parents were invited to come and learn about the activities their students had been involved in to increase and master their understanding of Scientific terms and implement knowledge into projects

2. Provide a summary of the professional development activities provided by the school during the 2013-2014 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
Value of Parental Involvement	1	50	To provide clear goals of importance of parental involvement with

## Review of 2014-2015 School Parental Involvement Policy/Plan

			faculty and staff to improve communication with parents
Communicating and working with Parents	1	50	Provide teachers with tools to improve parental communication and involvement which is directly correlated to increased student achievement.
Presentation of Parent Involvement Plan and COMPACT	1	50	Set clear goals of parental involvement with faculty.
Building Ties Between Home and School	1	50	Improve the ability of staff to work effectively with parents and build relationships to enhance student achievement.

3. Describe the barriers that hindered participation by parents during the 2013-2014 school year in parental involvement activities. Include the steps the school will take to during the 2014-2015 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
Teachers are not sure who to reach out to other than the adult on the student's contact list.	<ol style="list-style-type: none"> <li>1. Use the school's Guidance and Advisement program as an opportunity for teachers to mentor students. Also students can complete a form indicating an adult, other than a parent or guardian, who they feel will support their learning.</li> <li>2. Recommend students to the COMPACT Mentoring Program</li> <li>3. Inform parents of district and school resources such as; counselors, school psychologist, social workers, translators, and parent involvement coordinators and the district Parental Involvement Resource Center.</li> </ol>
Parents are not aware of the Parent Resource Center which was established this year.	<ol style="list-style-type: none"> <li>1. Advertise Parent Resource Center in weekly e-newsletters, provide handouts at every school event, mention PRC during parent teacher conferences.</li> <li>2. Increase visibility of Parent Resource Center by setting up a table at as many school events as possible.</li> <li>3. Advertise district Parent Involvement Resource Center at Rock Lake Elementary.</li> </ol>

# Review of 2014-2015 School Parental Involvement Policy/Plan

4. Describe the parental involvement activity/strategy implemented during the 2013-2014 school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

<b>Content/Purpose</b>	<b>Description of the Activity</b>
Stem/AVID Night	This event hosted the STEM/Science, Technology, Engineering and Math projects/curriculum in conjunction with AVID students. AVID students shared their projects with the entire school and parents who attended the event. Students and parents were invited to participate in hands on activities that were currently being taught in the classroom. It was very effective because it brought many of the parents out to see what their children were learning and how they can help their children at home.

# Review Rubric for 2014-2015 School Parental Involvement Policy/Plan

School Name: \_\_\_\_\_

Reviewer: \_\_\_\_\_ Review Date: \_\_\_\_\_

Policy/Plan Components	YES	NO
<b>2014-2015 Plan Review</b>		
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 2013-2014 plan? Did the school address the barriers identified in the review?		
<b>LEA Policy Mission Statement</b>		
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"> <li>• Explanation of the purpose of the parental involvement program;</li> <li>• Description of what will be done; and</li> <li>• Description of the beliefs or values of the LEA.</li> </ul>		
<b>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)].</b>		
Strong responses include: <ul style="list-style-type: none"> <li>• Identification of the group responsible for the planning, review, and improvement of the Title I program;</li> <li>• Description of the procedures selecting members of the group;</li> <li>• Explanation of how input from parents will be documented; and</li> <li>• Description of the process for schools to involve parents in the development of the required plans; and</li> <li>• 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)].</li> </ul>		
<b>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)].</b>		
Strong responses include: <ul style="list-style-type: none"> <li>• Identification of the specific federal program; and</li> <li>• Description of how the programs were coordinated.</li> </ul>		
<b>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)].</b>		
Strong responses include: <ul style="list-style-type: none"> <li>• Identification of specific activities or tasks;</li> <li>• Identification of the person(s) responsible for completing the task;</li> <li>• Reasonable and realistic timelines; and</li> <li>• Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.</li> </ul>		

## Review Rubric for 2014-2015 School Parental Involvement Policy/Plan

<b>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)].</b>		
Strong responses include: <ul style="list-style-type: none"> <li>• Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and</li> <li>• Specific examples of the flexible schedule offered to parents.</li> </ul>		
<b>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)].</b>		
Strong responses include: <ul style="list-style-type: none"> <li>• Content and type of activity including the following:                         <ul style="list-style-type: none"> <li>• The state’s academic content standards and State student academic achievement standards,</li> <li>• State and local academic assessments including alternative assessments,</li> <li>• Parental involvement requirements of Section 1118, and</li> <li>• How to monitor their child’s progress and work with educators to improve the achievement of their child.</li> </ul> </li> <li>• Identification of person(s) responsible;</li> <li>• Reasonable and realistic proposed timelines;</li> <li>• Correlation to student academic achievement; and</li> <li>• Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.</li> </ul>		
<b>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)].</b>		
Strong responses include: <ul style="list-style-type: none"> <li>• Content and type of activity including the following:                         <ul style="list-style-type: none"> <li>○ Value of parental involvement,</li> <li>○ Communicating and working with parents,</li> <li>○ Implementation and coordination of parental involvement program,</li> <li>○ Building ties between home and school, and</li> <li>○ Cultural sensitivity;</li> </ul> </li> <li>• Specific correlation to student achievement;</li> <li>• Reasonable and realistic timelines; and</li> <li>• Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.</li> </ul>		
<b>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)].</b>		
Strong responses include: <ul style="list-style-type: none"> <li>• Identification of the type of activity;</li> <li>• Specific steps necessary to implement this activity;</li> <li>• Person(s) responsible;</li> <li>• Timeline; and</li> <li>• Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.</li> </ul>		
<b>8. Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:</b> <ul style="list-style-type: none"> <li>• Timely information about the Title I programs [Section 1118(c)(4)(A)];</li> <li>• Description and explanation of the curriculum at the school, the forms of academic assessment</li> </ul>		

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<p>used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)]; and</p> <ul style="list-style-type: none"> <li>• 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)].</li> </ul> <p><b>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)].</b></p>		
<p>Strong responses include:</p> <ul style="list-style-type: none"> <li>• Process for providing information to parents;</li> <li>• Dissemination methods;</li> <li>• Reasonable and realistic timelines for specific parent notifications; and</li> <li>• Description of how the school will monitor that the information was provided.</li> </ul>		
<p><b>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)].</b></p>		
<p>Strong responses include:</p> <ul style="list-style-type: none"> <li>• Process for translating information into a parent’s native language;</li> <li>• Description of how the school will ensure that parents with disabilities have access to parental involvement activities and/or services;</li> <li>• Description of how the school will ensure that information is available to parents considering the fluctuating student populations;</li> <li>• Specific languages that information will be routinely provided; and</li> <li>• Process the school will use to monitor the dissemination of information to parents.</li> </ul>		
<p><b>10. Describe how each discretionary activity checked will be implemented.</b></p>		
<p><b>Strong Responses Include:</b></p> <ul style="list-style-type: none"> <li>• Content and type of activity including the following: <ul style="list-style-type: none"> <li>○ Involve parents in the development of staff training,</li> <li>○ Provide literacy training,</li> <li>○ Pay reasonable and necessary expenses to conduct parental involvement activities,</li> <li>○ Train parents to help other parents,</li> <li>○ Maximizing parent participation,</li> <li>○ Adopt and implement model parental involvement programs, or</li> <li>○ Develop roles for community organizations and/or businesses in parental involvement activities;</li> </ul> </li> <li>• Description of the implementation strategy;</li> <li>• Identification of person(s) responsible;</li> <li>• Correlation to student academic achievement; and</li> <li>• Reasonable and realistic timelines.</li> </ul>		
<p><b>School-Parent Compact</b></p>		
<p><b>School-Parent Compact must include the following components:</b></p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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</li> <li>• Highlight the importance of communication between teachers and parents on an ongoing basis through, at a minimum— <ul style="list-style-type: none"> <li>○ Parent-teacher conferences in elementary schools, at least</li> </ul> </li> </ul>		

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<p>annually, during which the compact will be discussed as it relates to the individual child's achievement;</p> <ul style="list-style-type: none"> <li>○ Frequent reports to parents on their child's progress; and</li> <li>○ Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and</li> </ul> <ul style="list-style-type: none"> <li>● Evidence that parents were involved in the development/revisions to the compact [Section 1118(d), ESEA].</li> </ul>		
<b>Review of the 2010-2011 Policy/Plan</b>		
Did the school include a copy of the review of the 2010-2011 policy/plan?		
<p>Did the review include all required components?</p> <ul style="list-style-type: none"> <li>● A summary of the results of the activities conducted for parents;</li> <li>● A summary of the staff training activities;</li> <li>● 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</li> <li>● Description of how the school will use the information gathered from the review to design strategies for more effective parental involvement policies.</li> </ul>		

**Additional Comments or Concerns:**

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