

2015-2016 J. Colin English Parental Involvement Plan

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 plan that contains information required by section 1118(b)(1) of the Elementary and Secondary Education Act (ESEA). The plan 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

J. Colin English 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 plan 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 plan 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 plan parental involvement plan review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement [Section 1118(a)(2)(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, as described in Section 1111(h)(6)(A) [Section 1111(h)(6)(A)].

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Parental Involvement Mission Statement (Optional)

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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)].

J. Colin English Elementary values the support and involvement of parents. We understand the importance of building meaningful relationships and working collaboratively and strategically as advocates and decision-makers. We are committed to strengthening the ties between home and school, reaching out to our children and families, establishing high-quality communication between parents and teachers, and working as equal partners to provide a high-quality learning environment where all children reach their highest potential.

In an effort to engage parents in student learning and increase parental participation, we invite parents to take part in the planning and development of the School-Parent Compact and the Parent Involvement Plan through their participation on our Student Advisory Committee (SAC). Parents are invited to participate through personal invitations, flyers, newsletters, and Parentlink. To meet the needs of parent schedules, J. Colin English will offer flexible meeting times on various days to gain input in the decision-making process.

Our Annual Title I meeting, used to inform parents about the services provided by Title I programs, including their right to be involved in the decision-making process, is held at the onset of the school year.

All parents are strongly encouraged to join the SAC committee. Additionally, during the SAC meeting, the committee will decide with the input from parents, how the 1% Parent Involvement funds will be used.

All decisions will be documented in meeting minutes. Documentation for all parent meetings to include: flyers, agendas, handouts, minutes, and sign-in sheets will be maintained in the Title I Toolkit.

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, Reading First, 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
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Head Start	Head Start parents will receive flyers and newsletters and be invited to participate in all parental involvement activities at J. Colin English. Additionally, Head Start students will participate in two parent conferences and two home visits to ensure that parents are included in the educational and decision-making process. As an added component to our Early Childhood program, we will also host Parent University.
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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
J. Colin English will schedule and hold our Annual Title I/SAC meeting. Administration will present the Title I program, School Grade, adequate yearly progress data, school choice, and ELS information to parents using a PowerPoint presentation. Additionally, a draft of the Compact will be presented to parents for input/feedback.	Principal Assistant Principal Teachers Parent Involvement Specialist	School Year	Date and time for annual meeting will be promoted in the following manner: Flyers, the school website, marquee, school newsletter, and through a recorded ParentLink message. Evidence of effectiveness will include an agenda, meeting minutes, and parent 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)].

The leadership and staff at J. Colin English Elementary School believe strongly in the involvement of parents at the site level therefore we make every effort to include parents in the happenings of the school. J. Colin offers flexibility in parent involvement meetings. VIP Meetings, parent trainings/workshops, and SAC meetings are ongoing beginning in August and conducted at various times and on various days to include the participation of as many parents as possible. Meetings

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are advertised on the school calendar, website, newsletter, marquee, and through the use of ParentLink. In addition, flyers are distributed at Parent drop-off and pick-up by the parent involvement specialist and are written in both Spanish and English to accommodate parent need. Translation is available for our Spanish speaking parents through the use of the Talk System.

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
Annual Title I Mtg./Open House/Meet Your Teacher Day	Administration Teachers Parent Involvement Specialist, Guidance Counselor	Parents will be provided resources and given information related to school expectations and how they can partner with the school to help increase student achievement levels.	Fall	Agenda Meeting Minutes Handouts Flyers Newsletter Parent sign-in sheets
Head Start Parent University	Early Childhood Learning Specialist Teachers	Parents will be provided resources and given information related to school expectations and how they can partner with the school to help increase student achievement levels.	Fall	Agenda Parent sign-in sheets Handouts Flyers Newsletter Evaluation
VIP Meetings <ul style="list-style-type: none"> • FSA Testing • STAR & STAR Early Lit Training • Literacy Training 	Administration Parent Involvement Specialist Guidance Counselor Teachers	Parents will be provided research based-resources/strategies to increase student academic achievement.	Ongoing	School calendar Agenda Handouts Meeting Minutes Curriculum Maps Parent sign-in sheets Flyers Newsletter Evaluation
SAC/PIE Meetings	Administration Parents	Provide information to parents that include expectations, standardized testing, curriculum, and how to get involved in the school.	Through-out the year	Agenda Handouts Sign-in sheets Newsletter Flyers Newsletter

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English Classes	Early Childhood Learning in conjunction with Literacy Council Gulf Coast	Parent Involvement Specialist will conduct English classes to our parents with limited or no English skills. This will give them the tools to help their children with school work.	Throughout the year	Sign-in sheets Agenda Handouts Flyers Newsletter
Curriculum Nights	Administration Teachers Parent Involvement Specialist	Parents will be provided grade level specific information related to curriculum, standardized testing, expectations, and getting involved.	Annually	Handouts/Reading plans Sign-in sheets Flyers Newsletter Evaluation
5 th Grade Informational Night	Administration 5 th grade teachers Parents	Parents are provided pertinent information such as: preparing their children for middle school and FSA.	Annually	Sign-in sheets Handouts Agenda Flyers Newsletter Evaluation
Multi-Cultural Day	Administration Teachers Parent Involvement Specialist	Parents will participate in standards-based activities on various continents that promote global awareness	Annually	Flyers Sign-in sheets Newsletter Flyers Newsletter Evaluation
Family Math Night	Administration Teachers Parent Involvement Specialist District Trainer	Parents will participate in math activities with their children that increase student achievement.	Annually	Agenda Flyers Parent sign-in Flyers Newsletter Evaluation
Math Scavenger Hunt at Winn Dixie	Administration Teachers Parent Involvement Specialist Winn Dixie	Parents and students will participate in a scavenger hunt that focuses on a variety of math skills.	Annually	Flyers Scavenger Hunt List Parent sign-in Newsletter Evaluation
Student-led Conferences	Administration Teachers Parents	Students will lead their parents through a conference regarding goals, progress, and areas for improvement.	Annually	Flyers Parent sign-in Flyers Newsletter Evaluation
Scholastic Book Fair/Spaghetti Dinner Night	Administration Parent Involvement Specialist	Parents/students will participate in a reading night where reading strategies will be offered for parents to use at home.	Annually	Flyers Parent Sign In Newsletter Evaluation

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6. Describe the training the school will provide to educate its 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
Training for parent communication and expectations. <ul style="list-style-type: none"> • ParentLink • Effective Parent Conferences 	Administration PI Specialist	There is a direct correlation between student academic performance and parent participation and involvement. Providing faculty and staff with strategies to increase parental communication and knowledge in how to work effectively with parents to achieve a common goal will increase student academic achievement.	Annually	Agenda Sign-in sheet Handouts
Volunteer Training	Administration Volunteer Coordinator	Train staff on volunteers and how they will be used in the school to assist with student achievement.	Fall	Agenda for faculty meeting Sign in sheet

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)].

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Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
Expand and enhance parent information center by expanding the resources available for parents and expand the hours of operation to include preschool and evening hours.	Administration PI Specialist	Fall	Inventory log Documentation of hours and parent use will be maintained. The hours will be announced in the newsletter, flyers, and through the automated phone system.
Enhance our family-friendly school	Administration PI Specialist	Annually	Pre/Post surveys Activity logs Staff development log

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)];
- 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)].

During the Annual Title I/Open house meeting, all parents are invited to meet with the administration. The administration prepares a PowerPoint presentation with handouts to present information about the school mission, vision, goals, and expectations for the coming year. The administration discusses the Title I program including ELS information, curriculum expectations, and district and standardized assessments. If standardized test data is available, the administration discusses successes, trends, and where the opportunities are for improvement. Parents are encouraged to volunteer at J. Colin English and to attend all School Advisory Council meetings. During this time, the administration reminds parents of the importance of being active at the school and asks parents to consider becoming involved in the decision-making process as a SAC member. In addition to the above, parents are asked for input on the School Compact and Parent Involvement Plan. At the end of the presentation, parents and students are invited to visit classrooms to meet teachers. Teachers also provide parents with information designed in flyer form to help students have a successful educational experience. Parents will be informed by classroom teachers how their students will be

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assessed in the classroom throughout the year as well as the necessary requirements needed to be successful on the STAR and FSA. These will be mentioned in the documents and/or flyers that teachers create to give to parents. Parents will also be informed as to how and when to contact teachers if they have any concerns. If parents have comments about the schools Title I plan, those comments will be given to the Title I office. Parents are strongly encouraged to set up first quarter conferences with teachers to ensure student success and are free to request conferences with the guidance counselor and the administration. If parents have concerns about the PIP these will be forwarded to the District Title I office.

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)].

All documents and communications are sent out in both English and Spanish. Additionally, translators are available for parent meetings, workshops, conferences, and SAC meetings. Every effort will be made to provide information and school reports in a format and in a language and translation that parents can understand if feasible. A talk system is available for use in all parent trainings. Additionally, Parentlink is available for parents in English and Spanish. We have bi-lingual office staff to assist parents. We will make every effort to provide full opportunities for parents with disabilities or those with special needs. When new students enter school throughout the year, parents and students are provided with a packet of information explaining all school policies and procedures which includes the Right to Know Letter as well as information stating that we are a Title I school.

Discretionary School Level Parental Involvement Plan Components

- ✓ Check if the school does not plan to implement any discretionary parental involvement 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 LEA 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,

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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)];
- Establishing an LEA-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs [Section 1118(e)(12)]; 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.

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

School-Parent Compact:

As a component of the school-level parental involvement 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.

Adoption

This plan was adopted by the school at the first SAC meeting of the school year and will be in effect for the period of one academic year. The school will distribute this plan to all parents of participating Title I, Part A children during the first month of school.

(Signature of Authorized Representative)

(Date)

Provide evidence that the plan has been developed with the input from parents.

[Upload minutes from SAC Meeting.](#)

Review of 2014-2015 School Parental Involvement Plan

1. Provide a summary of activities provided 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
Annual Title I Meeting/Open House	1	375	Provide information to parents on Title I, school expectations, curriculum, and how parents can assist at home.
PreK Parent Orientation	1	18	Provide information to parents on school expectations, curriculum, and how parents can assist at home.
Family Math Night	1	66	Teachers model activities that parents can do at home to assist students with math achievement.
Science Fair	1	35	Teachers share standards with parents and students showcase their knowledge of the scientific process
English Language Classes	23	320	Teach parents the English language so they can better help their children at home.
Student-led Conferences	1	31	Parents are invited in to a conference led by their child on their growth and progress throughout the year.
VIP Meetings	2	9	Parents receive information on standardized tests, curriculum, and CCSS and how parents can help children at home to

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			support learning efforts.
SAC/PIE Meetings	8	95	Parents are provided information about curriculum, assessments, AMO, and parent involvement
Multi-Cultural Awareness	1	30	Parents and community members are educated on the Common Core State Standards through global awareness and open-mindedness.
HeadStart Parent University	3	95	Parents are provided with educational strategies in a variety of areas to aid and increase student achievement.
PreK Parent Socialization	8	92	Parents are provided with the skills necessary to increase socialization with their children.

2. Provide a summary of the professional development activities provided by the school 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
Volunteer Training for teachers	1	50	Research substantiates that increased parent and community involvement is directly related to student academic achievement.
Newsletter Articles	9	50	Articles directly related to parent/teacher

Review of 2014-2015 School Parental Involvement Plan

			communication and student achievement are included in monthly newsletters.
Parent Link Training for Teachers	1		Train teachers on how to effectively use Parent Link to communicate expectations, grades, attendance and other important information related to student achievement.

3. Describe the barriers identified that hindered participation by parents in parental involvement activities and the steps the school will take to overcome the identified 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
Many of our parents are affected by their inability to communicate in English.	J. Colin will provide translators and utilize Talk System to ensure that parents understand what is being said.
The time of events doesn't always meet the needs of our parents.	J Colin will provide flexible meeting dates as well as survey parents on the best times to hold meetings.
Lack of knowledge in terminology	Renamed SAC to PIE (Parents Involved in Education), serve pie and do giveaways while still providing important school information.

4. Describe the parental involvement activity/strategy 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

Review Rubric for 2014-2015 School Parental Involvement Plan

School Name: J. Colin English Plan Year: 2014-2015

Reviewer: _____ Review Date: _____

Plan Components	YES (Page #)	NO
2014-2015 Plan Review		
Was evidence adequate to demonstrate that the PIP as developed jointly with and agreed upon by parents of children participating in Title I programs?	X	
Is the PIP written in an understandable format and provided in a language parents can understand?	X	
Were revisions/updates to the plan made based upon the review of the 2012-2013 plan? Did the school address the barriers identified in the review?	X	
LEA Plan Mission Statement (optional)		
The mission statement should meet the following criteria: <ul style="list-style-type: none"> • Explains the purpose of the parental involvement program; • Tells what will be done; • Includes beliefs or values; • Is concise, free of jargon, and parent-friendly; and • Inspires stakeholders to be involved and supportive of the program. 		
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, Reading First, 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. 		
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)].		
Strong Responses Include: <ul style="list-style-type: none"> • Identification of specific activities or tasks; • Identification of the person(s) responsible for completing the task; • Timeline; and • Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task. 		

Review Rubric for 2014-2015 School Parental Involvement Plan

<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)].</p>		
<p>Strong Responses Include:</p> <ul style="list-style-type: none"> • Content of the session including each of 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. • Type of activities; • Correlation to student achievement; and • Reasonable and realistic proposed timelines. 		
<p>6. Describe the training for staff the school will provide to educate its 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 of the session; <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; • Type of Activities; • Specific correlation to student achievement; • Reasonable and realistic timelines; and • Method to determine the success and document completion. 		
<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 • Method to determine the success and document completion. 		
<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)]: • If requested by parents, opportunities for regular meetings to formulate suggestions and to 		

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<p>participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]:</p> <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. 		
<p>9. Describe how the LEA 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 the discretionary activities will be implemented.</p>		
<p>Strong Responses Include:</p> <ul style="list-style-type: none"> • Content of the session including the following: <ul style="list-style-type: none"> ○ Involve parents in the development of staff training, ○ Offer literacy training, ○ Pay reasonable and necessary expenses to conduct parental involvement activities, ○ Train parents to help other parents, ○ Adopt and implement model parental involvement programs, or ○ Develop roles for community organizations and/or businesses in parental involvement activities; • Type of activity; • Specific correlation to student achievement; and • Reasonable and realistic timelines. 		
<p>School-Parent Compact</p>		
<p>Does the School-Parent Compact include all required 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 parents on an ongoing basis through, at a minimum— <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 [Section 1118(d), ESEA]. 	<p>X</p>	

Review Rubric for 2014-2015 School Parental Involvement Plan

Review of the 2014-2015 Plan		
Did the school include a copy of the review of the 2014-2015 plan?		
Did the review include all required components? <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:
