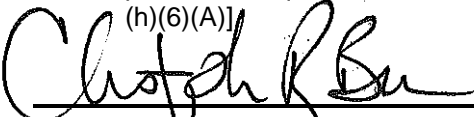


SCHOOL Title I, Part A Parental Involvement Plan

I, Christopher Bosse, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Assurances

- i The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- i Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];
- i 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)];
- i 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)];
- i Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(E)];
- i 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)];
- i 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)];
- 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
- i Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1111(h)(6)(A)];


Signature of Principal or Designee

8/27/19

Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: Hernando Elementary's Title 1 Parent Involvement mission is to empower families with individual opportunities to maximize student achievement by engaging family, school, and community partnerships through fostering a positive and safe learning environment.

Review Rubric:

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

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

Involvement of Parents

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

Response:

Hernando Elementary seeks PTA group members through newsletters, phone calls and monthly meetings. Ranking members such as president are nominated by other involved participants and then voted on.

Hernando Elementary will use a variety of communication methods to keep parents informed and involved in making decisions to assist our parents in becoming partners in their child's education. Parents are surveyed often and in a variety of ways such as PTA, SAC, and other school events, about ways to improve usage of Title 1 funds as well as the planning and improvement of the programs offered through Title 1. To increase participation and support from parents we encourage all staff members to utilize classroom newsletters, fliers, school messenger, the school website, Social Media, class Dojo, Remind and electronically to meetings and parent nights.

In April, SAC meets to review the following year's Title 1 Compact for the purpose of revisions. This committee also develops surveys to aid in the understanding of what our school needs to put in place to help our parents be active in school events. Other items voted upon by this committee include purchase of Student Planners for use by students in grades three through five, as well as communication folders for the lower grades. During the school year our Title 1 personnel arranges for an evening of learning what Title 1 offers our students. During this presentation parents are encouraged to ask questions and are provided feedback regarding Title 1.

Review Rubric:

Strong responses include:

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

Review Status:**Review Comments:**

Coordination and Integration

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

count	Program	Coordination
1	Title I	Classroom teachers and guidance personnel provide newsletters, School Messenger phone calls and emails.
2	Title II	Administration will oversee staff professional development. The results of the professional development training will be increased performance of teachers and professional development participants.
3	Title III	ELL facilitation and implementation of the ELL program
4	Voluntary Pre-K	HES provides a full day VPK program in a family-friendly environment that supports parent involvement.

Review Rubric:

Strong responses include:

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

Review Status:

Review Comments:

Annual Parent Meeting

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

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Determine date and location of Title 1 Annual Meeting	Principal, Assistant Principal, TOSA	First Semester 18/19	NA
2	Develop Title 1 Annual Meeting Invitation	TOSA, grade level representatives	At least 3 weeks prior to event	NA
3	Distribute Title 1 Annual Meeting Invitation	Classroom Teachers	At least 2 weeks prior to the event	Stakeholders aware of event
4	Conduct Title 1 Annual Meeting and an overview of an academic day at Hernando	Principal, Assistant Principal, TOSA, Classroom Teachers	Prior to end of 3 nine weeks	Event attendance
5	SAEC Mtg.-Explain and seek input about Compact, PIP, and Title 1 programs	Principal, Assistant Principal, Intervention SAEC Chairperson	Prior to end of 3 nine weeks	Discussion/input of SAEC

Review Rubric:

Strong responses include:

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

Review Status:

Review Comments:

Flexible Parent Meetings

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

Review Rubric:

Strong responses include:

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

Response: Hernando fosters parental involvement at school functions utilizing Title 1 funds by securing necessary supplies to ensure event success and providing food incentives to increase attendance and participation. Hernando is committed to meeting all student needs by communicating with parents at September conferences and continuing throughout the year. Parents of "at risk" students are provided the opportunity to meet for additional teacher-parent conferences and participation in Child Study Team meetings. We strive for flexibility in times, locations and accommodations for parental involvement. Teachers are available before school, during planning times, as well as late afternoons to meet with parents. Hernando continuously seeks ways to involve parents in the learning process. Surveys are conducted annually to gain parental input pertaining to ways Hernando can move toward improvement and increased achievement.

During parent/teacher conferences the Title 1 Student/Parent/Teacher Compact, state and local academic assessments, and state mandated learning standards are all discussed.

PTA conducts meetings/events to promote a strong connection between home and school. The PTA facilitates opportunities for teachers and parents to discuss and participate in school which provide positive experiences for students, resulting increased academic achievement.

Review Status:

Review Comments:

Building Capacity

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

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Parent Conferences	Classroom Teachers	Parents and teachers meet to discuss the Title I Student/Teacher/Parent Compact, state and local assessments, and state mandated learning standards.	Ongoing Quarterly	Conference
2	PTA Meetings/Events	PTA Board	Meetings/events conducted to promote a strong connection between home and school. The PTA facilitates opportunities for teachers and parents to discuss and participate in school which provide positive experiences for students, resulting in increased academic achievement.	Every Other Month	PTA Board Notes, Parent Survey Results
3	Title I Curriculum Event	Interventionist, Classroom Teacher	Sessions conducted by teachers to model best practices provide exposure of student learned strategies based on mandated standards to promote and heighten family involvement and interest in student learning.	Annually	Session agendas, Parent Survey Results indicating increased family awareness
4	Title I Event	Administration, Interventionist, Classroom Teachers	Instruction conducted by classroom teachers to model best practices and offer exposure of students based on STEM standards.	Annually	Session agendas, Parent Survey Results indicating increased family awareness.
5	School Advisory Enhancement Council	SAC Chairperson	Conduct SAC Meetings to collaborate with parents, teachers and administration about school issues and the Title I program.	Four times annually	SAC Minutes, Parent Survey Results

Review Rubric:

Strong responses include:

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

Review Status:**Review Comments:****Staff Training**

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

Count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Teacher Induction Program Training	Principal, Assistant Principal, TOSA, Mentor Teachers, Classroom Teachers	Provide new teachers with necessary training, such as Pre-School Based Orientation, District Orientation, and Staff New to the Building Orientation that will enhance classroom effectiveness while aiding in the comprehension of school wide expectations results in student achievement and parental involvement.	2019-2020	Attendance, Increased Academic Achievement, Parental Involvement Activities
2	iReady Training	Principal, Assistant Principal, TOSA, Classroom teachers	Provide teachers with necessary training, such as how to administer the diagnostic assessment, how to read reports, and how to group students based on diagnostic and program results that will enhance classroom effectiveness.	2019-2020	Increased Academic Achievement
3	Hernando Professional Learning Community - Conducting Effective Parent/Teacher Conferences	TOSA, Select Classroom Teachers	Parents and teachers will discuss the components of the Student/Parent/Teacher Compact and collaborate to make decisions relating to academic progress. Students will become vested learners resulting in increased academic achievement.	Fall 2019	Conference Forms, Compact, Survey
4	Hernando Professional Learning Community – MTSS	TOSA, ESE Staffing Specialist	Provide new teachers with necessary training, such as the RTI process, including how to use data collection to manage and measure the efficacy of resources in order to improve learning for all students.	Fall 2019	CST Meetings, Increased Academic Achievement
6	ESE Training	ESE Specialist, ESE Teachers	ESE teachers will participate in weekly meetings/trainings with the ESE specialist. ESE specialist will provide training on specialized instruction resulting in increased academic achievement.	2019-2020	Increased Academic Achievement

Review Rubric:

- i Content and type of activity including the following: Value following:
 - i Valuing of parental involvement,
 - i Communicating and working with parents,
 - i Implementation and coordination of parental involvement program,
 - i Building ties between home and school,; and
 - i Cultural sensitivity;
- i Identification of person(s) responsible;
- i Correlation to student academic achievement;
- i Reasonable and realistic timelines; and
- i Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task.

Review Status:**Review Comments:**

Other Activities

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

Response:

SAC (Parents are encouraged to attend whether they are on the board or not to each meeting).

PTA Nights Quarterly (Parents are invited to participate in family togetherness activities). Parents are encouraged to check out resources from our media center that directly impact the learning of their child.

Parent tours of Hernando upon request. (Principal, Assistant Principal, TOSA, Teachers)

Invitation/Event Flyers – Flyers and/or invitations will be utilized to promote parental participation at school functions. (PTA, Teachers)

Rosetta Stone/Language – Utilize education technology to aid English Language Learners in building language proficiency. (ESOL Facilitator, Teachers)

HER Volunteer Program – Continue to develop a volunteer program to assist with the faculty, staff, and students on HES (Gabby Negron)

Review Rubric:

Strong responses include:

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

Review Status:

Review Comments:

Communication

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

- i Timely information about the Title I programs [Section 1118(c)(4)(A)];
- i 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)];
- i 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
- i If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents' comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

Response: Hernando Elementary has an open-door policy for parents to help facilitate their child's learning and social emotional growth. Hernando encourages parents to visit the campus, volunteer, and participate in meetings and events. Parents receive invitations to attend meetings such as conferences, Child Study Team meetings, Progress Monitoring plan meetings, 504 meetings, Individual Education Plan meetings, and school-wide events that are used as a means to describe and explain the curriculum at the school, the forms of assessments such as Citrus County Data Source, iReady diagnostic results, and Florida Standards Assessment. All of these assessments are used to measure student progress and the proficiency levels students are expected to meet. In order to provide timely information about Title I programs, the school will conduct an Open House to distribute informational handouts like but not limited to the Title I tri-fold pamphlet, Read-At-Home Plan, and the Student Progression Plan booklets provided by the district which inform parents of Citrus County expectations. Teachers will hold conferences with families to explain the Title I Parent/Teacher/Student Compact and school-wide events will be held to meet the requirements for the Title 1 Annual Meeting as well as graduation requirements, Florida Standards, and standardized testing.

Review Rubric:

Strong responses include:

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

Review Status:

Review Comments:

Accessibility

Describe how the school will provide full opportunities for participation in parental involvement activities

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

Response: Hernando Elementary strives to promote and provide consistent communication with all stakeholders. Hernando Elementary will use a variety of communication methods to meet the needs of all parents, including those who may not be literate, those with disabilities, and non-English speaking parents) and keep parents informed and involved when making decisions. Hernando will use written forms of communication to gain parental support. These forms include monthly school newsletters, classroom newsletters, daily communication folders, student planners, Class Dojo, Remind, the school website, social media (Facebook and Twitter), Skyward, and the school's electronic sign. Hernando Elementary will also provide verbal forms of communication through School Messenger, face-to-face conferences, meetings and school-wide events. Hernando is handicapped accessible and provides information in other languages by request. The school social worker also assists the school by making home visits to share pertinent information about their child's social and/or academic development when necessary.

Review Rubric:

Strong responses include:

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

Review Status:

Review Comments:

Discretionary Activities

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

Review Rubric:

Strong responses include:

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

Review Status:

Review Comments:

Upload Evidence of Input from Parents

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



SAC Meeting
January 28, 2019
Media Center



Attendance: Amanda Haynes, Ann Greuey, Chris Bosse, Kim Cologero, Martha Brown, Melissa Mitchell, Michele Gonzalez, Mindi Parrish, Natalka Storey, Tabitha Wells, Kyla Grantham, and Camden Wells
The SAC meeting was opened by Co-Chairperson Michele Gonzalez at 4:06 PM. All in attendance were welcomed. The pledge was given followed by a moment of silence.

Minutes: Tabitha Wells made a motion to accept the minutes as written from the previous meeting. Melissa Mitchell seconded. Motion carried.

Mindi Parrish made a motion to move the spring mini-grant to the fall of 2019 due to unforeseen circumstances to the staff. Natalka Storey seconded. Motion carried.

School Improvement Plan: Much discussion was held regarding the school improvement plan. For growth we will be looking for improving ELA from a 65 – 69, Learning Gains from 55 – 59 and the lower quartile from 38-42. Information regarding the FastBridge results for grades 3-5 both in reading and math were shared with the committee. Mr. Bosse shared with the committee that interventionists are serving many students throughout the school. Results from Citrus Assessment in ELA was also shared for the 3rd-5th graders.

3rd – 56% performing proficient

4th – 52% performing proficient

5th – 49% performing proficient

Math Citrus Assessment results (skill based)

3rd – 71% performing proficient

4th – 71% performing proficient

5th – 80% performing proficient

Mr. Bosse assured the committee that we are focused on standard based teaching. He also stated that our school improvement plan is located on the district web site under the tabs of (parents, then SIP all schools).

Breakfast Data – we served the highest number with breakfasts last week – 347! That is about 80% of our population.

Review/Review 2019/2020 Parent/Student/Teacher Compact: A current copy of the Parent/Student/Teacher Compact was distributed to the committee. Mr. Bosse asked the committee to review the compact. Martha Brown made a motion to keep the compact as is for the 2019-2020 school year. Ann Greuey seconded. Motion carried.

Student Voice:

Mr. Bosse asked Camden and Kyla about the positives and negatives of the school day. Camden said the bad kids are negative part of the day. He likes the new SuccessMaker stating it is “fun” and the expectations is that the score be a 70% or higher. Mr. Bosse asked Kyla about Safety Patrol and she said that the post she has is going perfectly. SM (SuccessMaker) allows students to choose a character and if the answer is wrong, they can get help to explain how to solve the problem. 5th grade lunch is better with the new choices and there is lots of room for all students.

Red Light/Green Light:

For Tier 3 in the next year there is a possibility of implementing iReady – standard based skills with intervention strategies for small groups.

Mrs. Storey shared that she would be presenting students on the morning show literacy awards for the those students reading and taking quizzes online. She has added a technology piece to the library which is leading to positive educational engagement being student led.

Next meeting will be April 15, 2019 in the media center.

Mindi Parrish made a motion to adjourn. Melissa Mitchell seconded. Motion carried.

Meeting adjourned at 4:30 PM

Respectfully Submitted,

Martha Brown, Secretary

Review Rubric:

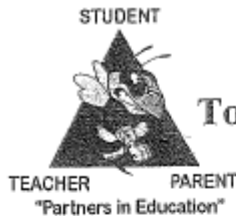
Review Status:

Review Comments:

Upload Parent-School Compact

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

Provide electronic version of the Parent-School Compact in monitoring folders.



Hernando Elementary School Together Everyone Achieves More

Student – Parent – Teacher Compact

Mission Statement:

We recognize that all individuals can learn at different times, at different rates, and in different ways. In doing so, we provide an opportunity for life-long learning.

Hernando Elementary School values family involvement. We continually make the commitment to provide opportunities for parents and families to become more involved in the planning, review, and improvement of school programs. Additionally, we strive to develop a partnership with parents and families for sharing the responsibility for the education of our children.

As a part of our School-wide Title I Plan, we are required to have a signed "Student-Parent-Teacher Compact" on file for each student. With each child, parent, family, and staff member working together, we believe that our combined efforts will benefit all of our students as well as increase student achievement.

As a Hernando Elementary School **Student**, I will be responsible for:

- ❖ coming to school prepared with my homework and my supplies;
- ❖ always trying to do my best in my work and in my behavior;
- ❖ working cooperatively with my classmates and my teachers;
- ❖ showing respect for myself, my school, and for other people by following the school rules;
- ❖ believing that I can and will learn.

Student Signature _____ Date _____

As a Hernando Elementary School **Parent/Guardian**, I will be responsible for:

- ❖ seeing that my child attends school regularly and on time;
- ❖ supporting the school in fostering positive behaviors and positive work habits;
- ❖ providing a home environment that encourages my child to learn;
- ❖ talking with my child about his/her day as well as assisting in studying and/or homework activities;
- ❖ reading to my child, reading with my child, and letting my child see me read;
- ❖ communicating with my child's teacher regularly;
- ❖ showing respect and support for my child, the teacher, and the school.

Parent/Guardian Signature _____ Date _____

As a Hernando Elementary School **Teacher**, I will be responsible for:

- ❖ showing respect for each child and his/her family;
- ❖ providing an environment conducive to learning;
- ❖ helping each child grow to his/her potential by providing meaningful and appropriate activities;
- ❖ maintaining open lines of communication with parents and students;
- ❖ demonstrating professional behavior and appearance;
- ❖ believing that each student can and will learn.

Teacher Signature _____ Date _____

Review Rubric:

School-Parent Compact must include the following components:

- i 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;
- i 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
- i Highlight the importance of communication between teachers and parents on an ongoing basis through, at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child’s achievement; Frequent reports to parents on their child’s progress; and Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities; and
- i Evidence that parents were involved in the development/revisions to the compact [Section 1118(d), ESEA].

Review Status:

Review Comments:

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

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

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

Review Rubric:

Review Status:

Review Comments:

Evaluation of the previous year's Parental Involvement Plan

Building Capacity Summary

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

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Parent Conference Days	2	750	Parents will learn how to improve academics through discussions about their children. Data will be provided for parents so they know exactly how their child is performing.
2	SAEC Meetings	4	80	Provides parents input into daily school activities and allows them to make suggestions for student's educational needs.
3	Problem Solving Team Meetings	75	30	Parents have the opportunity to be involved in the development of their child's PMP (Progress Monitoring Plan)
4	PTO Events	4	700	Family involvement helps to foster strong school-parent relationships, which in turn promotes academic achievement. Activities include Fall Fest, Book Fair, Winter event, Spring Event
5	Literacy Night	1	280	Parents learn strategies for reading to students at home.
6	STEM Night	1	250	Increasing Science, Technology, Engineering and Mathematics Awareness and school/family relationships through collaborative problem solving.
7	Dad's Take Your Child to School Day	1	450	Male Role Models visited classrooms during the school day to see best teaching practices modeled to enhance parent understanding of curriculum to assist in student learning.
8	Science Fair Project Preparation Night	1	50	Parents learn how to support their children through the process of conducting an experiment for the science fair.

Review Rubric:

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

Review Status:

Review Comments:

Staff Training Summary

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

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Weekly Newsletter to Teachers	35	100	Increase staff knowledge on ways to build better teacher/parent relationships and help increase student achievement
2	Staff Meetings	25	100	Increase staff knowledge on Parent Involvement
3	PST Meetings	75	30	Increasing parent participation increases teacher/parent relationships which fosters increased student achievement.
4	Volunteer/Mentor Program	3	50	Increased volunteer/mentor involvement effects student achievement

Review Rubric:

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

Review Status:

Review Comments:

Barriers

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Parents working	Accommodate Parents working schedule
2	Accommodate Parents' transportation issues	Offer Transportation if feasible; flexible times and location
3	Outside sports activities	Have meetings and activities around sporting events when possible
4	Language – ELL / Sign Language	Provide translation and/or interpreting for conferences/meetings, utilize ELL teachers

Review Rubric:

Strong responses include:

- i 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
- i Description of how the LEA will use the information gathered from the evaluation to design strategies for more effective parental involvement policies described in Section 1118.

Review Status:

Review Comments:

Best Practices (Optional)

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

count	Content/Purpose	Description of the Activity
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Review Rubric:

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

Review Status:

Review Comments:
