

EMMA E. BOOKER ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

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

Assurances

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)];
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

Signature of Principal or Designee

Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: We envision a school in which all educators, students, and shareholders form a mutually respectful and supportive partnership for the purpose of creating an environment where confident, self-directed individuals strive to maintain high standards in a challenging and supportive learning environment.

Review Rubric:

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

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

Review Status: Adequate

Review Comments:

Involvement of Parents

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

Response: For the 2015-16 school year, Emma E. Booker teachers and administrators are excited about actively engaging and involving our parents and guardians in critical decisions. To foster parent involvement in an organized, ongoing, and timely manner Emma E. Booker Elementary will utilize a variety of different opportunities and methods throughout the school year. At the beginning of the year all parents will be invited to a Parent Involvement meeting through SAC to meet with our school administration, our SAC committee as well to review our School Parent Involvement Plan, our SIP plan, and our School Compact. In addition, the group will analyze annual survey results regarding parental involvement and establish baseline data.

Emma E. Booker will also host its annual meeting in which all parents will be informed and have the opportunity to ask questions regarding the school's participation in Title I programming. We will produce and distribute parent involvement information in both English and Spanish to all families.

Parent groups will continue to meet monthly throughout the school year to provide information regarding parent involvement opportunities, on-going experiences at the school, review school wide data, and offer time for parents to offer suggestions, feedback, and input. In addition all communication regarding parent involvement policies, parent compacts, committees, etc will be distributed in both English and Spanish. School translators will be available at all meetings to present information in a language that parents can understand.

Finally, Emma E. Booker Elementary will maintain a parent resource room for families, as well as provide a regular schedule of memos, newsletters, family nights, training sessions, connect-ed phone calls, and other communications to keep parents informed and involved.

Review Rubric:

Strong responses include:

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

Review Status: Adequate

Review Comments:

Coordination and Integration

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

| count | Program | Coordination |
|-------|---|---|
| 1 | Coordinate with early intervention programs | Meetings local agencies for the purpose of planning for VPK programs and Kg roundup Pre-K visits and sharing of curriculum. Communication with local Pre-K schools, VPK and other agencies to proactively recruit early registration of students and academic training for incoming Kindergarten students with parent involvement. Ongoing coordination of Pre-K programs in school activities i.e. sending invitations to EEB events |
| 2 | Texcellence Technology Training | The Education Foundation and Emma E. Booker will work to identify families in need of free computers. Parents will receive a training session on computer usage, programs, and Internet safety. |
| 3 | Take Stock In Children | Emma E. Booker works closely with Take stock in Children to identify families who would benefit from students receiving college scholarships. Emma E. Booker will work one on one with families to complete the application process and the program interview. Emma E. Booker will also host a Take Stock in Children Mentoring Session to train new mentors fr this program. |
| 4 | Emma's Dream Team | Jewish Family Counseling Services in collaboration with Emma E. Booker and Sarasota Partnership for Mental Health will provide counseling services for students and families. Counseling will be provide during the school day as well as after school to accomodate any family situation. |
| 5 | Booker Summer Academy | Funds utilized to create an 8 week summer transition program on EEB's campus for incoming kindergarten children to prevent the summer learning loss. |
| 6 | Donuts for Dads Breakfast | During a fun breakfast, Dads alongside their children learn about the varying instructional initiatives taking place at EEB. "Keeping involved in your child's education" is also emphasized by the district's Parent Involvement Coordinator. |
| 7 | Children's First: Head Start | Increase collaboration with the local Head Start agencies by providing two classroom spaces here on campus. This increases collaboration with our ESE Pre-K program. |
| 8 | ESOL PLC Council | ESOL parents were invited to several meetings to brainstorm unique ways of involving our ESOL population |
| 9 | Muffins for Moms | An engaging presentation for Moms will be arranged; the focus will be on ways to remain engaged academically over the summer months. |
| 10 | FSA Family Night | Parents and Guradians will receive and experience valuable information on the many ways that they can work on FSA related skills at home with their children. |
| 11 | Curriculum Team Meetings | Weekly Meetings focusing on progress monitoring data, relevant programming, interventions for Tier II and Tier III children with the Math Coach, Data/Literacy Coach, the Intervention Teacher and Administratin |
| 12 | Emma Extra | EEB will provide remedial opportunities and assistance with HW after school. They will also provide assistance and information to families in regard to how they can help their student at home. |
| 13 | Science Family Workshops | At least three parent nights will be offered. The workshops will be hosted by EEB teachers and walk parents through the science fair process. Two of the workshops will be designed so that children and parents can come with questions and receive individual feedback and support from teachers. |

Review Rubric:

Strong responses include:

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

Review Status: Adequate

Review Comments:

Annual Parent Meeting

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

| count | Activity/Tasks | Person Responsible | Timeline | Evidence of Effectiveness |
|-------|--|-----------------------|--|--|
| 1 | Develop an agenda, handouts, presentation materials that address Title I components. | Principal or designee | September and on-going throughout the school year. | Copies of the agenda, PowerPoint presentation, and handouts. |
| 2 | Develop flyers and invitations, as well as Connect-Ed message to the annual meeting. | Principal or designee | September | Copies of flyers, newsletters, and Connect-Ed messages. |
| 3 | Develop a sign-in sheet for the annual meeting. | Principal or designee | September | Copies of sign-in sheet. |
| 4 | SAC/Parent Involvement meetings. | Principal | August-through the school year | Copies of Parent Involvement and SAC meetings. |
| 5 | Connect Ed Phone Messages | Principal | September | Copies of Transcript |
| 6 | Develop a PPT presentation with critical information to be shared | Principal | September | Copy of the PPT |

Review Rubric:

Strong responses include:

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

Review Status: Adequate

Review Comments:

Flexible Parent Meetings

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

Response: Emma E. Booker offers parent meetings at a variety of times throughout the school year. PTO meetings are in the mornings to accommodate working families. In addition we offer parent activities and informational sessions throughout the school year in the morning as well Breakfast is provided for families who come to our morning activities to learn ways to be involved with their students education. Some of the offerings we provide are PTO, SAC, parent nights i.e.: Parent Council, FSA Family Night, Math Nights, PBS nights, Donuts for Dads, Muffins for Moms, Summer backpack and HW assistance and annual Title I meetings. Childcare/child friendly environments are provided all during parent events, as well as food. Where applicable, we support parent transportation needs.

Review Rubric:

Strong responses include:

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

Review Status: Adequate

Review Comments:

Building Capacity

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

| count | Content and Type of Activity | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness |
|-------|---|-------------------------------------|---|--|--|
| 1 | Reading, Math, FSA Family Nights | Principal or designee | FSA strategies, family involvement and activities on math fluency and reading comprehension used in home | Throughout the year | Sign in sheets, results of Title I parent survey, climate surveys from families, annual SIP evaluation |
| 2 | Reading, Math, Purple shirt club books-book bags | Principal or designee | Additional materials provided for every family to work on additional family activities in reading and math in the home. | At the end of the 2016 school year and additional | Title I parent survey, climate surveys from families, annual SIP evaluation |
| 3 | Presentation of materials that address Title I School components. Distribution to families regarding ways to help their students at home. | Principal or designee and teachers. | FSA strategies, early literacy components. | Throughout the school year/in September at Title I annual meeting and Open House | Sign in sheets, copies of supplemental materials. |
| 4 | Parent conference nights | Principal and/or designees | FSA strategies, HW assistance, reading concepts | Parent conference in the fall and spring | Sign in sheets, copies of supplemental materials. |
| 5 | ESOL Parent Council | Principal | Increased Parent Involvement | Throughout the school year | Sign in sheets |
| 6 | Science Family Nights | Principal | Increase in FCAT 2.0 Science Scores | September-November | Sign in Sheets |

Review Rubric:

Strong responses include:

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

Review Status: Adequate

Review Comments:

Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and

utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

| count | Content and Type of Activity | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness |
|-------|---|--------------------|--|-------------------------|---|
| 1 | Staff Trainings: School-developed PI focus initiatives that focus on increasing our parental engagement | Principal | Increase of parent involvement and will increase student achievement | September thru December | Staff Agenda Sign in sheets, results of Title I parent survey, climate surveys from families, annual SIP evaluati |

Review Rubric:

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

Review Status: Adequate

Review Comments:

Other Activities

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

Response: Emma E. Booker will conduct a variety of activities that encourage and support parent involvement. A sampling of these activities include:

Texcellence Technology Training, Parent Workshops, Parent conference nights, Donuts for Dads, Muffins for Moms, Emma Dream Team counseling and family session evenings, Family Fun nights, FSA Nights, Reading and Math Nights, Science Nights, PTO functions.

In addition we maintain a Parent Resource Room for meetings, information related to academic contact areas for students, contact numbers and community agencies for community agencies to address students and family needs.

Review Rubric:

Strong responses include:

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

Review Status: Adequate

Review Comments:

Communication

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

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

Response: Emma E. Booker will provide up to date and timely information regarding our Title I programs through these events:

1) Annual Title Open House Meeting: September 17th: Information provided to each parent regarding Title I Programs, funding and information, curriculum overview, Parent Portal accessibility, parent-student-teacher compact, volunteerism, pbs,

2) Fall and Winter Parent Conference Nights: Classroom teachers explicitly share/discuss student progress, curriculum and proficiency level, teachers also share clear strategies for parents to assist their students at home.

3)Newsletters

4)Parents' Right to Know Letter

5)ESOL Parent Council

6)School-level workshops and meetings

7)SAC:Monthly meetings advertised via marquee, connect-ed, Principal's newsletter, flyers and classroom newsletters.

In addition administration at Emma E. Booker Elementary maintains a visible presence for family and community members and encourages an open door policy regarding communication.

Review Rubric:

Strong responses include:

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

Review Status: Adequate

Review Comments:

Accessibility

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

Response: EEB invites all parents to participate in school-wide or grade specific parent involvement activities. For the following events, we provide interpreters for Spanish speaking families, and parent involvement liaisons to support with parent involvement. These events are advertised via the school marquee, school website, flyers in English & Spanish, Principal's newsletters, classroom newsletters, and Connect-Ed messages.

* Annual Title I Open House, Grade level PTO Meetings, Fall & Spring Parent Conference Nights, Partners in Print Nights, FSA Nights, Principal's Awards, Rewards & Recognition, SAC/PTO meetings

Review Rubric:

Strong responses include:

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

Review Status: Adequate

Review Comments:

Discretionary Activities

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

| count | Activity | Description of Implementation Strategy | Person Responsible | Anticipated Impact on Student Achievement | Timeline |
|-------|---|---|--------------------------|---|----------|
| 1 | Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];and | Open House/Parent Conference Evenings | Ms. Clayton/EEB teachers | Parents have the opportunity to be well informed regarding their student's educational success. | On-going |
| 2 | Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section | Donuts for Dads, Reading Party, Muffins for Moms, | Ms. Clayton | Childcare allows parents to actively participate in the training that | On-going |

| | | | | | |
|---|--|--|---|---|----------|
| | 1118(e)(7)]; and | Principals Awards | | will lead to student achievement | |
| 3 | 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 Conferences held at varying times during the day and at venues (homes, etc.) convenient for parents | School Staff: Teachers, Support Staff, Administration | Informs parents of child's academic and behavioral progress. | On-going |
| 4 | Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and | ESL Parent Council | Ms. Clayton | Receive training and information on ways to continue to increase parent involvement | On-going |

Review Rubric:

Strong responses include:

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

Review Status: Adequate

Review Comments:

Upload Evidence of Input from Parents

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

[Uploaded Document](#)

Review Rubric:

Review Status: Adequate

Review Comments:

| createDate | modifyDate | comment |
|---------------------|------------|--|
| 9/9/2015 4:01:34 PM | | The Compact has been uploaded here. what is required is to upload evidence of parent input in the development of the PI Plan. The agenda, notes and sign-in sheet should be uploaded here. |

Upload Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all

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

Upload an electronic version of the Parent-School Compact.

[Uploaded Document](#)

Review Rubric:

School-Parent Compact must include the following components:

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

Review Status: Adequate

Review Comments:

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

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

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

[Uploaded Document](#)

Review Rubric:

Review Status: Adequate

Review Comments:

| createDate | modifyDate | comment |
|------------------------|------------|--|
| 9/9/2015 4:05:54 PM | | The minutes have been uploaded here, but we also need the sign-in sheet (or a list of the parties who attended) as well as the agenda. |

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 |
|-------|------------------------------|----------------------|------------------------|--|
| | | | | Parents were engaged in the current status of their child's school |

| | | | | |
|---|---|---|------|---|
| 1 | Title I Annual Meeting | 1 | 250 | performance |
| 2 | FSA Reading, FSA Math, FCAT Science Family Nights | 3 | 300 | FSA/FCAT strategies, family involvement and activities on math fluency and reading comprehension used in home |
| 3 | Reading, Math, Purple shirt club books-book bags | 1 | 500 | Additional materials provided for every family to work on additional family activities in reading and math in the home. |
| 4 | Parent conference nights | 2 | 1000 | FCAT strategies, HW assistance, reading concepts |
| 5 | ESOL Parent council | 1 | 30 | Increased parent involvement |

Review Rubric:

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

Review Status: Adequate

Review Comments:

Staff Training Summary

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

| count | Content and Type of Activity | Number of Activities | Number of Participants | Anticipated Impact on Student Achievement |
|-------|---------------------------------|----------------------|------------------------|---|
| 1 | Active/Inspire Flipchart Module | 1 | 50 | Increase of staff awareness and will increase 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: Adequate

Review Comments:

Barriers

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

| count | Barrier (Including the Specific Subgroup) | Steps the School will Take to Overcome |
|-------|--|---|
| 1 | Ability of Parents to attend School-wide trainings | Flexible times for trainings (i.e. mornings, mid-day, evenings, weekends) |

Review Rubric:

Strong responses include:

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

Review Status: Adequate

Review Comments:

Best Practices (Optional)

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

| count | Content/Purpose | Description of the Activity |
|-------|---------------------------------|--|
| 1 | Building Capacity of Parents | Donuts for Dads was utilized as a time to get Dads and children focused on school wide goals. We presented an interactive presentation where Dads along with their kids utilized white boards to create Thinking Maps. |
| 2 | Increasing Parent Participation | Parent Conferences: We had a great turn-out of parents for our fall and spring parent conferences because of our firm policy of expecting to meet with ALL parents. We utilize all resources (including Social Worker, Administration, etc.) to ensure that we get parents in the school to communicate with their child's teacher about their academic progress |
| 3 | Building Capacity of Parents | Parents are given direct and specific strategies that they can immediately utilize with their children at home to improve student performance |

Review Rubric:

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

Review Status: Adequate

Review Comments:

| createDate | modifyDate | comment |
|---------------------|------------|--|
| 9/9/2015 4:10:26 PM | | We ask every school to list some of the many exemplary activities/programs that we know are going on at each school. |