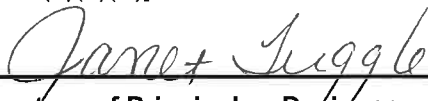


SCHOOL Title I, Part A Parental Involvement Plan

I, Janet Tuggle, 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

Within our four strong walls at PGE, we strive together as companions to nurture excellence, celebrate the worth of each person, foster respect for one another, and promote never-ending learning.

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.

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)].

Pleasant Grove Elementary staff members strive to use a variety of communication methods to keep our parents informed and involved. Some examples of ways that PGE keeps parents informed include:

- School Messenger (weekly phone calls reminding families of upcoming events)
- Monthly school newsletters (containing information on academics, Title I, School Advisory Enhancement Council/Parent Teacher Association, and upcoming events) are sent home and posted on our school website. Newsletters, or main components of, will also be posted on Facebook. Some classroom teachers will send home their newsletters through Skyward.
- Daily Planner (third through fifth grade students have a daily planner that provides families with information on class work and homework)
- Communication folders (sent home on a daily basis with all students in grades PreK-5th)
- School marquee (updated regularly with upcoming events)
- School website
- School Facebook page and Twitter
- Skyward (online management system for parents to log in and access their child's grades and teacher lesson plans)

Our School Advisory Enhancement Council is charged with the responsibility of assisting administration with the planning of Title I programs. Our SAEC also provides feedback to further improve PGE. SAEC members are voted in each year and meetings are held on a quarterly basis. In the Spring of 2018 the Title I Compact was reviewed and approved by the council. Built in to our district calendar is a parent conference day in October. This allows for teachers to have additional time to meet with parents or have student-led conferences.

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:

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	Janet Tuggle, school principal, provides parents with an overview of Title I at Meet Your Teacher night (August 7, 2018), Open House/Curriculum Nights (August/September 2018) and our Title I night with PTA dinner (September 17, 2018). Classroom teachers provide parents with resources and strategies to help their child at home through Open House, conferences, newsletters, and phone calls. Additionally, resources are available through our school website.
2	Voluntary Pre-K	All Elementary Title I schools have an extended VPK program. Students attend for a full day.
3	Title II	Title I and Title II provide support to parents on changes in standards, curriculum, and expectations through Media Monthly and grade level parent nights.
4	Title III	Title III provides support to ELLM students and staff.

Review Rubric:

Strong responses include:

- Identification of the specific federal programs; and
- 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	Open House held to explain Title I services, school data, and other pertinent information	Janet Tuggle, Principal & Julie Jones, Assistant Principal	September 17, 2018	Attendance, parent survey and verbal feedback
2	New to PGE families are invited to a school overview and receive Title I information.	Janet Tuggle, Principal	August 7, 2018	Attendance, parent survey, and verbal feedback
3	Powerpoint was created and ran continuously at "Meet Your Teacher Night" that shared information	Julie Jones, Assistant Principal	August 7, 2018 & September 17, 2018	Parent survey and verbal feedback
4	Curriculum SAEC meeting	Janet Tuggle, Principal	Quarterly	Parent sign-in

5	Spring Open House - Science Focus	Jerrica Alligood, TOSA	Spring 2019	Attendance, parent survey
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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:**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)].

In our annual parent survey, we ask our families for input on how Pleasant Grove Elementary can continue to improve. We also have a short survey for our older students to complete, seeking their input as well. In the Spring of 2018, families shared on the annual survey that they liked the family atmosphere and relationships at PGE. In listening to our families and reviewing the feedback, we believe they feel welcome in their child's education due to the variety of partner opportunities we provide, such as school programs including Open House, Title I Parent Night, and Media Monthly. During the past few school years, we have focused on scheduling as many of our activities as possible on Monday nights, as this is a night that parents often don't have church or sporting commitments. It also provides parents with a way of keeping those evenings open, knowing that we would keep events to that day of the week. The exception to that is our PTA family events, which are held on Friday evenings. Parents continue to share that they would like to continue to see events stay on Monday evening. It allows them to schedule other events around school activities, and there are times that they can do a variety of things on a given Monday at the school. The Monday events have become part of our school culture.

A commitment that we have made at our school, is to meet with each child's parent during the first quarter to discuss the expectations of that grade level and how the child is doing. Our teachers make themselves available before school, during lunch and planning times, as well as in the evenings to meet with parents.

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:**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	Pleasant Grove Elementary overview pamphlet/Distribution of materials	Janet Tuggle/Julie Jones, Administration	Specific information for parents to use to assist their child with his/her learning	August 2018	Parent Survey
2	Grade level curriculum nights/Meeting	Classroom Teachers	Specific information concerning each grade level's curriculum standards, assessments and ways parents can monitor and support their child's progress	August/September 2018	Attendance of Parents/sign in
3	School Advisory Enhancement Council/Quarterly Meeting	Jackie Budd, SAEC President	Providing parents with an opportunity to share positives/concerns and improve education	Quarterly	Attendance of Parents/sign in
4	Parent and student-led conferences/Meeting	Classroom Teachers	Child's assessments and progress are discussed, ideas are shared to increase learning	At least once for each student, more often if need	Improve academic success of students
5	PTA Events/Family events to build togetherness and bonding (free or minimal charge)	PTA Board	Strong relationships between the school and families helps to increase academic achievement, as well as provide positive experiences for the child. PTA also provides a pamphlet at the beginning of the school year about PTA.	Monthly basis	Attendance, parent survey
6	Media Monthly	Leanna Boynton, Media Specialist	The Media Center is open one Monday night a month from 4:00-6:00 p.m. for families to come in and use computers, read together or work on homework.	Monthly	Parent Survey, attendance of parents at Media Monthly
7	Spring Open House	Leadership Team	With a STEM focus, families are given the opportunity to have hands on experiences to build academic	Spring 2019	Attendance, parent survey

			understanding and experiences.		
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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:

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	Schoolwide Professional Learning Community	Janet Tuggle, Principal	Increase staff understanding of Florida State Standards and communicating them with parents.	Monthly	Increase of student academic achievement
2	Continue use of Successmaker Implementation	Julie Jones, Assistant Principal	Increase student achievement in reading and math through full implementation in grades second through fifth. This program individualizes instruction for students and reports that communicate progress to parents.	Bi-monthly	Increase of student achievement
3	Bi-weekly grade level planning meetings	Janet Tuggle, Principal Julie Jones, Assistant Principal	Increase staff understanding of standards and student achievement. Teachers will develop parent newsletters, parent nights, etc based on the planning at these meetings.	Bi-weekly	Increase of student achievement
4	Trauma Training	Julie Jones, AP Samantha Schultz, Guidance Counselor	Increase staff understanding of the emotional needs of our children and provide support to parents.	Monthly August-January	Increase of student academic achievement and decline in classroom referrals
5	PLC/Book Study	Leadership Team	Increase staff understanding of the emotional and academic	Monthly	Increase of student academic achievement and

		needs of our children and provide support to parents.		decline in classroom referrals
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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:

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: We continued our reading summer program. The last week of school, students were sent home with a bingo sheet that included reading activities to complete over the summer. Approximately 55 students completed the reading activities, earning them an invitation to a celebration when school resumed in August.

- In our parent newsletter, parents were given website links for our current reading and math series. We also included log in directions for parents/students to be able to access these sites to provide opportunities for learning and support at home.
- Our PTA sponsors monthly activities for free or a minimal charge. Families are invited to take part in these togetherness activities. Events include movie nights, dinner, and seasonal outdoor events.
- One Monday night a month, from September through May, families are invited to the media center to take advantage of Media Monthly. During these 2 hours, families are able to work on homework, use the computers, read and check out books. Additionally, we have staff on hand during these evenings to talk with parents and address any questions/concerns they may have.
- Citrus County Schools holds trainings at the district level to prepare volunteers to support our schools. Volunteers include parents and community members.

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:

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:

1. August and September 2018- A slide show introducing staff members, PGE programs (including Title I), and activities is shown at Meet Your Teacher Night and our annual Title I Parent Night.

2. August/September 2018 - Specific grade level expectations and information is provided through parent information nights and conferences.

3. The Student Progression Plan is available online for parents to access at any time.

4. Parents are invited to meet with the administration, guidance counselor, and their child's teachers at any time to help facilitate their child's learning and social-emotional growth.

5. Monthly newsletters are sent home from the school to parents sharing academic information, as well as information about upcoming events. Classroom teachers also send home newsletters on a weekly to monthly basis, highlighting academic information from their classrooms.

6. Third-fifth grade students have a planner that they take home on a daily basis that provides parents with information as to what their child is learning each day. Additionally, on the back cover of the planner, we have our school calendar to provide parents with information regarding days off and early dismissal.

7. Skyward is a parent portal that allows parents to log in at any time to see their child's grades. Teachers also post an overview of their lesson plans for parents to stay informed. Additionally, absences and tardies are accessible through this portal.

8. Pleasant Grove Elementary School Facebook and Twitter keeps parents updated via social media. Upcoming events are posted to the page, as well as pictures of activities.

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:

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: It is important to staff members at Pleasant Grove Elementary to have families involved, striving for all families to be engaged in their child's education. While we realize that parents are comfortable with different levels of involvement, we work hard to include them in school activities and their child's learning. Parents that do not have transportation available are invited to engage in phone conferences with their child's teacher, and when needed, we will provide transportation when it can be arranged.

While most of our regular communication goes home through a written form, such as newsletters, we do use School Messenger to provide information to all of our parents through a phone call. This allows our parents who are not literate to get timely information, and at the same time provides a reminder for all of our parents. PGE is handicapped accessible as well to allow for families to attend school events. Information is also available on our school website, our Facebook page, and through email, which provides a resource for all parents, including those parents who are hearing impaired.

The Skyward Parent Portal gives parents 24 hour access to their child's emergency information, grades, and teacher lesson plans via the world wide web.

Reading and math materials that are sent home for parent information are also available in Spanish for those families who need it. Our teachers also use a translation program as needed.

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:

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	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 1118(e)(7)]; and	Sharing curriculum with parents	Administrative Team	Increase parent knowledge of curriculum	August 2018- May 2019
2	Training parents to enhance the involvement of other parents [Section 1118(e)(9)];	Volunteer and Mentor trainings	Training held at district level	Nurturing of individual academic and emotional needs of students	August 2018- May 2019
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 involvement activities are scheduled throughout the day and evening to accommodate parents' scheduling needs	All staff members	Increase parent knowledge of curriculum including strategies they can implement to assist their child	August 2018- May 2019

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:

Review Comments:

Upload Evidence of Input from Parents

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

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.

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:

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 /Student-led conferences	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	20	Provides parents input into daily school activities and allows them to make suggestions for student's educational needs.
3	Problem Solving Team Meetings	150	30	Parents have the opportunity to be involved in the development of their child's PMP (Progress Monitoring Plan)
4	PTA Events	9	350	Family involvement helps to foster strong school-parent relationships, which in turn promotes academic achievement.
5	Media Monthly	7	25	Increases family involvement and allows for students to use technology and complete homework with their family
6	Science Night	1	250	Increasing Science Awareness and school/family relationships

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	Staff Professional Development - Shared the importance of parent communication	8	65	Letting parents know we care about their students will have a huge impact on student motivation.
2	Conscious Discipline	5	65	Building relationships and supporting families in their child's social/emotional growth

3	PST Meetings	150	30	Increasing parent participation increases teacher/parent relationships which fosters increased student achievement.
4	Volunteer/Mentor Program	Daily	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	Transportation (economically disadvantaged)	Conference through phone calls, provide transportation or make home visits when possible
2	Finances (economically disadvantaged)	Combine events to occur on the same night when possible to allow for limited use of gas and possible time away from work. PTA also provides many free family events.
3	Work schedule	Consistency of scheduling items on Monday evenings to allow parents to plan accordingly, but flexibility of events during the school day as well to meet everyone's needs
4	Technology	Some of our families are not "technology savvy" and struggle to support their children's education through technology resources. This year we are offering a computer in guidance for families to use and teachers are continuing to share links via their newsletters. Additionally, in January we will have a technology night to support various technology components to enhance families' understanding.

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:

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:
