I, Kathleen Gates Ard, 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:

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 [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

Response: All parental activities are planned in a timely and efficient manner so that parents will be better equipped to assist their child academically. All parents are invited and encouraged to be a part of the Parent Enhancement Team (PET) as well as the committee that plans and writes the Parent Involvement Plan. All meetings are announced in the weekly newsletter, on the school web page, on the school Facebook page, through the local newspaper, and a phone call is made using the Connect Ed System as a reminder. The PET uses survey results to plan topics and programs that will benefit both parent and child. Minutes of each meeting are kept, then reviewed and stored in the Title 1 room. Parent involvement funds are used for parent training and student support. They are also used for professional development of the staff. The PET(Parent Enhancement Team) chairperson is selected from the previous school year by the members. This person has worked in an executive position earlier. All PET members are volunteers who select the committee they want to serve for the year. The PIP review committee is the committee that reviews the previous school year's PIP and adds or deletes items for the new school year.

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)].

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)].

<table>
<thead>
<tr>
<th>count</th>
<th>Program</th>
<th>Coordination</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Open House</td>
<td>Elliott Point holds an Open House in September. Parents are invited to meet their child's teacher and sign the Parent-School Compact.</td>
</tr>
</tbody>
</table>
Preschool Visits

We have pre-schools in our area that come for a visit in the spring and tour the facilities. The preschoolers are given a glimpse of what to expect when entering kindergarten at Elliott Point Elementary school.

ELL

Title I supports the acquisition of ELL materials to foster the knowledge and language experiences of these ELL students and their families.

Before School Tutoring and Summer Program

Students identified as at-risk or in danger of being retained, are encouraged to participate in the before school tutoring program or summer program.

Math/Science Night

Math and Science Night is held in October. Students and their parents participate in math and science activities with teachers and volunteers.

Read-a-Rama Pajama Night

Students and their parents are invited to listen to teacher's read books and learn reading strategies.

A.S.P.I.R.E.

Elliott Point will host an after-school program funded by a 21st Century Grant. This program will include parent participation weekly on Fridays, as well as parent involvement nights throughout the school year.

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 | Meeting to plan Title 1 Annual Meeting | Kathy Ard - Principal, Laurie Feldman - Title 1 Contact, Kathy Ard - Assistant Principal | Within the first month of school | Plan for Annual Meeting complete.
2 | Adequate Yearly Progress | Kathy Ard – Principal | Throughout the school year | AYP is reported to parents in the following ways: through SAC, PET meetings, the SPP, and the PDSP
3 | Tutoring Services | Laurie Feldman - Title 1 Contact | The program is announced in September and begins in October | Free Tutoring is provided under the No Child Left Behind Act. Effectiveness of the program is determined through monthly progress reports, attendance, and student academic improvement.
4 | The Rights of Parents | Kathy Ard – Principal | When IEP and parent-teacher conferences are held | Parents are advised of their rights at IEP meetings and parent-teacher conferences. Evidence of effectiveness is signed parent teacher conference forms, and individual student progress towards their goals. This is also
<table>
<thead>
<tr>
<th></th>
<th>Agenda developed for Annual Meeting</th>
<th>Laurie Feldman - Title 1 Contact</th>
<th>Within the first month of school</th>
<th>Parents are advised of Annual meeting. Agenda is displayed throughout building.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Title 1 Flyers (in English and Spanish) disseminated to parents</td>
<td>Laurie Feldman - Title 1 Contact</td>
<td>Within the first two months of school</td>
<td>Flyers are disseminated to classroom teachers to be given out to students. Flyers are also placed in the main office.</td>
</tr>
<tr>
<td>6</td>
<td>Annual Meeting advertised</td>
<td>Laurie Feldman - Title 1 Contact</td>
<td>Within first two months of school</td>
<td>Meeting is advertised on website and school's Facebook page, agenda displayed in building, advertised on marquee and in weekly newsletters.</td>
</tr>
</tbody>
</table>

**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.

**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:** We offer several events for parents in the morning and evenings. Most of these events are provided with Title 1 funds. Some events offer food (donated by the PET) and child care. The events offered during the day are: Honors Assemblies, PET meetings, a Winter Holiday show, and special lunches at Thanksgiving. Events offered during the evening are a Read-a-Rama Pajama night that parents and students can participate in together, Math/Science night which is a Science program offering multi-grade level experiments and Math program offering multi-grade level math stations and computer based math programs. The annual Talent Show is an event hosted in the spring by the music department.

SAC meetings are held six times per year. Parents are notified of these meetings through the weekly newsletter, on the marquee, and on the school website and Facebook page.

**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.
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)].

<table>
<thead>
<tr>
<th>Content and Type of Activity</th>
<th>Person Responsible</th>
<th>Anticipated Impact on Student Achievement</th>
<th>Timeline</th>
<th>Evidence of Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>State standards, benchmarks and teacher goals</td>
<td>Anita Diamond - STP</td>
<td>A more accurate example of students knowledge with them receiving grades instead of zeros</td>
<td>All year</td>
<td>Students ability to maintain better grades</td>
</tr>
<tr>
<td>Weekly Newsletter</td>
<td>Janet H. Norris - Principal</td>
<td>Parents are informed of school-wide news</td>
<td>Weekly throughout the year</td>
<td>Increased parent involvement</td>
</tr>
<tr>
<td>School Website</td>
<td>Classroom teachers</td>
<td>Parents and students are made aware of activities and news happening throughout the school</td>
<td>All year</td>
<td>Increased student and parent involvement</td>
</tr>
<tr>
<td>Title 1 Annual Meeting</td>
<td>Kathy Ard - Principal, Scott Nuss - Assistant Principal, Laurie Feldman - Title 1 Contact</td>
<td>Parents will be aware of programs implemented in our school and will learn what is expected of their child</td>
<td>Within first two months of school</td>
<td>Increased parent involvement</td>
</tr>
<tr>
<td>Math/Science Night</td>
<td>Anita Diamond</td>
<td>Parents and students will become better informed of math and science standards</td>
<td>October</td>
<td>Increased knowledge of math and science standards</td>
</tr>
<tr>
<td>School Facebook events page</td>
<td>Kathy Ard - Principal</td>
<td>Parents and students will be able to view upcoming events at the school</td>
<td>On-going throughout the year</td>
<td>Increased knowledge of events. Increased participation in school events.</td>
</tr>
<tr>
<td>Read-A-Rama Pajama Night</td>
<td>Anita Diamond</td>
<td>Parents and students will be aware of the importance of reading</td>
<td>January</td>
<td>Increased knowledge of the importance of reading.</td>
</tr>
</tbody>
</table>

**Review Rubric:**

Strong responses include:

- Description of the content and type of activity including the following:
  - 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,
  - 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)].

<table>
<thead>
<tr>
<th>Count</th>
<th>Content and Type of Activity</th>
<th>Person Responsible</th>
<th>Anticipated Impact on Student Achievement</th>
<th>Timeline</th>
<th>Evidence of Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Training for staff on parent involvement recruitment protocol at grade level</td>
<td>Laurie Feldman-Title 1</td>
<td>Enhanced communication between home and school. Students perform better when parents are involved.</td>
<td>Beginning of school, faculty meetings</td>
<td>On-going communication between parent and teacher (phone calls, signed daily logs, etc.), PMP and IEP Meetings.</td>
</tr>
<tr>
<td>2</td>
<td>Blended Reading model training</td>
<td>Tracy Teusch – Instructional Coach</td>
<td>To build teachers’ knowledge of the blended reading model and how to implement in classroom</td>
<td>August – May</td>
<td>Students choosing “just right books” and reading for longer periods of time.</td>
</tr>
<tr>
<td>3</td>
<td>Blended Math model training</td>
<td>Lanie Taylor - Instructional Coach - Math</td>
<td>To build teachers’ knowledge of the blended math model and how to implement in classroom</td>
<td>August – May</td>
<td>Students demonstrating critical thinking to problem solve; improved assessment instruments and score</td>
</tr>
<tr>
<td>4</td>
<td>Brain-storming sessions with parents</td>
<td>Kathy Ard-Principal</td>
<td>Building ties between parents and school</td>
<td>PET Breakfast meetings September through May</td>
<td>Increased participation of parents at school events; sign-in sheets</td>
</tr>
</tbody>
</table>

Review Rubric:

• Content and type of activity including the 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.
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:** Activity/tasks: A parent resource library is available for check out in the Media Center. Person Responsible: Kathy Ard-Principal, LaBeth Laird-Media Center. Timeline: On-going throughout the year. Evidence of Effectiveness: Destiny system will track how much and the frequency of materials used.

Activity/task: Books in the Media Center are available for check-out by parents. Person Responsible: Kathy Ard-Principal, LaBeth Laird-Media Center. Timeline: On-going throughout the year. Evidence of Effectiveness: Destiny system will track the number of books being checked out and the frequency.

Activity/Tasks: Grade level PLC's will coordinate a system for volunteers to help in classrooms and or with activities from school. Person Responsible: Grade Level Chairs. Timeline: August-May Evidence of Effectiveness: The number of volunteers signing in and recording their time on the log or the computer in the Front Office. (goal = 10,000 hours)

Activity/Task: Bilingual parents can participate in all events because a staff member is available to interpret and translate for them. Person Responsible: Damaris Padilla is the ELL translator. Timeline: September-May. Evidence of Effectiveness: Use of the interpreter for all SAC and PET meetings, parent conferences, office forms and paperwork. All school announcements and newsletters are sent home in the native language if needed. Phone calls are made in Spanish to remind students of meetings and school events. Increase number of volunteer hours (goal 10,000). School-home visits are conducted as needed.


**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.
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: Title 1 program information is disseminated as quickly as possible once it becomes available. Giving parents as much information as possible about the resources available to them enables them to make better decisions about their child. Title 1 information is made available to parents through monthly SAC and PET meetings, brochures, school marquee, weekly newsletters, phone calls (Connect Ed, school Facebook page, and the school website (on-going).

- Grade level curriculum is provided to parents at the beginning of each school year through grade level parent nights, parent-teacher conferences, Open House, orientation, Title 1 Annual meeting, individual DEA reports and the school website. Student progress is measured in several ways: Standards-based formative weekly tests, DEA (3 times per year), DRA (on an-as-needed basis), writing rubrics and teacher made assessments (checklists, observations, running records). Assessments are communicated and explained to parents through parent-teacher conferences, on-line grade book, classroom newsletters, school newsletters, Data Star and the school website. Proficiency levels students are expected to meet are communicated to parents through anchor papers, individual DEA reports, parent-teacher conferences, and district and state expectations for FSA and SAT 10 are sent home to parents as well as being on the county website. Elliott Point Elementary School uses Okaloosa County curriculum guides based on state benchmarks for each subject area. In addition, Elliott Point uses the Florida Standards.

- Parents are always welcome to share their ideas and participate in decisions relating to the education of their child. Parents are invited to share all ideas and suggestions with the PET representatives, SAC representatives and their child's teacher. Elliott Point Elementary School is always open to new ideas and to listen to the views of parents.

- If any parent(s) is not comfortable with the PIP, the school will submit the parent's comments on the plan as soon as possible.
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:** Elliott Point Elementary School tries to provide all parents the opportunity to participate in parental involvement activities. Parents with limited English proficiency are provided with an interpreter for all SAC and Parent Enhancement Team meetings, parent teacher conferences and all other school events (if needed). School newsletters, office forms and classroom notes are sent home in the native language on a weekly basis if needed. Phone calls are made in the native language to remind parents of meetings and school events.

Elliott Point Elementary School does not discriminate against anyone with disabilities, whether intellectual, emotional or physical. Our building is handicap accessible. Our activities are advertised in the weekly newsletter and on our marquee in front of the building. Our activities can be translated into another language and placed in large print, if there is a need. Our school counselor, Ms. Linda Gillette, is equipped to help anyone with a disability. Parents are informed about the availability of school reports through our weekly newsletter. Standards and assessments are discussed at our Title 1 Annual Meeting. They are also listed on the County website.

We make every effort to keep all of our parents informed.

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.
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:

<table>
<thead>
<tr>
<th>count</th>
<th>Activity</th>
<th>Description of Implementation Strategy</th>
<th>Person Responsible</th>
<th>Anticipated Impact on Student Achievement</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Maximizing parental involvement and participation in their children’s education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)]; Parent-teacher conferences held at various times.</td>
<td>Classroom Teachers</td>
<td>Parents can assist their child better when they are informed.</td>
<td>Throughout the year</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and PET-Parent Enhancement Team meetings are held by grade level to increase participation</td>
<td>Parent Enhancement Team chairperson</td>
<td>Students perform better when their parents are involved.</td>
<td>On-going</td>
<td></td>
</tr>
</tbody>
</table>

**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.

**Upload Evidence of Input from Parents**

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

**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 Comments:**
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.

<table>
<thead>
<tr>
<th>Count</th>
<th>Content and Type of Activity</th>
<th>Number of Activities</th>
<th>Number of Participants</th>
<th>Anticipated Impact on Student Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SAC meetings</td>
<td>6</td>
<td>12</td>
<td>Through SAC meetings, parents become better informed about our school-wide activities and our SPP</td>
</tr>
<tr>
<td>2</td>
<td>Reading logs</td>
<td>3</td>
<td>250</td>
<td>Students are better prepared</td>
</tr>
<tr>
<td>3</td>
<td>Math/Science Night</td>
<td>20</td>
<td>300</td>
<td>Students learned math and science skills through various activities</td>
</tr>
<tr>
<td>4</td>
<td>Title 1 Annual Meeting</td>
<td>2</td>
<td>299</td>
<td>Parents were informed of the expectations Elliott Point has for their children</td>
</tr>
<tr>
<td>5</td>
<td>Boohoo Breakfast</td>
<td>1</td>
<td>10</td>
<td>Parents were advised of the expectations Elliott Point has for Kindergarten</td>
</tr>
<tr>
<td>6</td>
<td>Read-a-Rama Pajama Night</td>
<td>10</td>
<td>353</td>
<td>Students learned reading skills</td>
</tr>
</tbody>
</table>

**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)].

<table>
<thead>
<tr>
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<th>Number of Activities</th>
<th>Number of Participants</th>
<th>Anticipated Impact on Student Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Training for staff on parent involvement recruitment protocol at grade level</td>
<td>1</td>
<td>45</td>
<td>Enhanced communication between home and school. Student performance is enhanced when parents are involved</td>
</tr>
<tr>
<td>2</td>
<td>Data team meetings - PLC's</td>
<td>10</td>
<td>45</td>
<td>Teacher's meet to discuss student data. Discussion with peers provides teachers with new strategies to increase student achievement.</td>
</tr>
<tr>
<td>3</td>
<td>Faculty meetings</td>
<td>10</td>
<td>45</td>
<td>Teacher's are provided with information pertaining to parent involvement. Student achievement is increased.</td>
</tr>
</tbody>
</table>

**Review Rubric:**
Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.
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)].

<table>
<thead>
<tr>
<th>Count</th>
<th>Barrier (Including the Specific Subgroup)</th>
<th>Steps the School will Take to Overcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Parents lack of parental involvement due to high poverty rate</td>
<td>Increase efforts to recruit volunteers</td>
</tr>
<tr>
<td>2</td>
<td>Lack of transportation to attend meetings</td>
<td>Schedule meetings at times that are convenient for parents (when transportation may be more readily available).</td>
</tr>
<tr>
<td>3</td>
<td>Information does not get home to parents</td>
<td>ConnectEd calls, advertise on marque, advertise in local newspaper, place information in teacher newsletters, information on school Facebook page</td>
</tr>
<tr>
<td>4</td>
<td>Meetings are not held at a convenient time for working parents</td>
<td>Hold meetings at various times during the year to make it more convenient for parents to attend</td>
</tr>
</tbody>
</table>

**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.

**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)

<table>
<thead>
<tr>
<th>Count</th>
<th>Content/Purpose</th>
<th>Description of the Activity</th>
</tr>
</thead>
</table>

**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.