

OKALOOSA Title I, Part A Parental Involvement Plan

I, Mary Beth Jackson, 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 LEA will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children;
- Consistent with Section 1118, the LEA will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of Section 1118(b) of the ESEA, and each includes, as a component, a school-parent compact consistent with Section 1118(d) of the ESEA;
- The LEA will incorporate this LEA-wide parental involvement policy into its LEA Plan developed under Section 1112 of the ESEA;
- In carrying out the Title I, Part A, parental involvement requirements to the extent practicable, the LEA and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand [Section 1118(f)];
- If the LEA Plan for Title I, Part A, developed under Section 1112 of the ESEA is not satisfactory to the parents of participating children, the LEA will submit any parent comments with the plan when the LEA submits the plan to FDOE;
- The LEA will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools, after equitable provisions have been provided to participating private schools;
- The LEA will be governed by the statutory definition of “parental involvement” defined in Section 9101 (32), and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition; and

Signature of Superintendent or Designee

(Note: If this certification is signed by a designee, then the letter authorizing this person to sign in place of the Superintendent must be included with this request.)

Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: Okaloosa County is committed to the goal of providing a quality education for every child in this district. To accomplish this goal, partnerships are established and maintained with the parents and the community. Okaloosa believes parents are a valuable part of a child's educational success and parental involvement is a priority.

Involvement of Parents

Describe the actions the LEA will take to involve parents in the following required policies/plans:

- LEA-wide parental involvement policy (PIP)[Section 1118(a)(2)];
- LEA plan [Sections 1112 (c)(H), 1112(d)(1)]; -and
- How the funds reserved for parental involvement will be spent [Section 1118(a)(2)].

Response: In May, every parent/guardian at Title I Schools is given a Family Involvement Survey. The results are reviewed and compiled by the Title I District office and returned to schools in Summer. This needs assessment provides the district and schools with parents' opinions regarding the current Parent Involvement Programs and specific barriers that need to be addressed. Parental input provided from the surveys and the evaluation meetings will be reviewed by District Title I staff and applied to the LEA Parent Involvement Plan as is feasible and/or appropriate.

Okaloosa County Schools will continue with an OCSD Parent Committee comprised of parents from Title I Schools. Title I Schools will seek parent volunteers to serve as members for the 2015-2016 school year. An application to serve on this committee is sent to every parent in the Title I Schools. Parents from the North End and South End of the district are chosen and each school is given consideration for representation. This committee will meet quarterly. These members will seek input at their individual schools and gather feedback to present in order to have provide input from each of their individual schools to the Title I Program and use of Title I budget as related to parent involvement. They will also provide feedback regarding the current PIP and development of the following years PIP.

The purpose of this committee is to review and discuss the Title I Program and Parent Involvement Plan. Topics include parents' rights to contribute to the LEA Parent Involvement Plan, a review of evaluation results, the LEA Title I Plan, and discussion of the current year Parent Involvement Plan. Through brainstorming, parents share ideas for the LEA PIP and use of funds. Brainstorming ideas are shared with schools and included in the PIP where feasible and/or appropriate. Evidence of these meetings includes phone logs, agendas, emails, sign-in sheets, and minutes or notes from the meetings.

Each Title I school submits a School Performance Plan to the District for review by the District Specialists to include the Assistant Superintendent of Curriculum and Instruction, the directors, and the Title I Specialist. Parents are included in this process by participating in SAC meetings where the plans are discussed and approved.

The Title I Specialist will ensure that a minimum of 1% of the district Title I, Part A funds are reserved for parental involvement services and at least 95% of these funds are allocated to Title I schools. Decisions involving the use of these funds will be made as the SAC team develops the SPP and PIP at each Title I school. Parents of students in each Title I school serve as members of this team and will actively participate in this process. Evidence of parent participation in this process includes minutes or notes from the SAC meeting, agendas, and sign-in sheets.

All of the evidence is uploaded to an online compliance bin for each individual school. Title I Specialist monitors compliance bins quarterly and provides feedback.

Technical Assistance

Describe the actions the LEA will take to provide coordination, technical assistance, and other support necessary to assist Title I, Part A schools in planning and implementing effective parental involvement activities which build the capacity of parents to improve the academic achievement of their child and overall school performance [Section 1118(a)(2)(B and C) and 1118(e)(1-14)]. Include a description of the process the LEA will use to review the school-level PIP to ensure compliance with all requirements of Section 1118 [34 CFR 200.30(e)]. Include information on how the LEA will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

Response: Okaloosa County will provide the following coordination, technical assistance, and other support necessary to assist Title I schools in planning and implementing effective parent involvement activities to improve student academic achievement and overall school performance.

The District provides a Title I Handbook online with access for each Title I school this folder is updated annually. Included in the handbook are descriptions and samples of required documentation, a Compliance Checklist, required Parent Notification, Fiduciary documentation, reporting requirements, and required components of the Title I Annual Meeting. Documents are uploaded to an electronic compliance bin which is reviewed quarterly by the Title I Specialist. A Microsoft Outlook Calendar was established with reminders that are sent to schools of required documentation and due dates.

To assist schools in writing their PIP, the district provides Parent Involvement ideas and best practices, navigation instructions and a sample template of the School PIP and Review Rubric. This support is provided through a training session in May as well as emails and phone calls.

Title I Principals and contacts receive an email as soon as available from FLDOE stating the required components of the School PIP, they complete the on-line PIP by the district required date of completion of September 15th to allow for feedback and revisions as well as parent review before the required date of completion (October). Requirements are also discussed in district meetings with Title I Principals and Contacts and contained in the Title I Online Handbook.

The LEA Title I staff is available for technical assistance meetings throughout the year with Title I Principals and Title I Contacts. This assistance is through phone calls, emails, on-site visits, and group meetings. Title I has also established a Title I Steering Committee comprised of Title I Remediation Teachers with one representative from each Title I School.

The District will provide technical assistance and support for the school-based parent representatives in producing outreach activities to involve parents, as appropriate and as requested.

Throughout the school year at the school sites, administrators, Title I Contacts and/or the Title I Specialist provides in-service training and opportunities for school staff to enhance abilities to integrate parental involvement.

The Title I Specialist reviews each school-level PIP to ensure compliance and that the activities planned will provide meaningful opportunities for parents to become more involved in their child's academic success. Schools will submit plans for review by September 15th and receive feedback by the end of September.

In June through August, technical assistance meetings are held by principals in Title I schools to review student achievement data and assist in the development, implementation, and review of all required plans.

Each Title I school will hold an annual Title I meeting at the beginning of the school year. This meeting will be held with flexible times and locations. Evidence of these meetings will include invitations, agendas, and sign-in sheets. These documents are uploaded in the electronic compliance bin and monitored by the Title I Specialist.

Parents will participate in a variety of activities designed to enhance and expand current parent involvement activities (i.e., Reading and Literacy Workshops, Math and Science nights, and special academic events, etc.) which include training, information, and improving academic performance throughout the school year.

The District provides comprehensive parental involvement links on the district web site and each Title I school may also include a direct link to the same sites from their webpage. These sites are available throughout the school year and through the summer as well.

Title I funds may be used to purchase supplementary outreach materials and posters, research-based activities for school-based parent resource centers, and offset transportation and childcare, to enable parents to participate in school-related meetings and training sessions.

Throughout the school year and during the summer, training activities are coordinated with all Federal and State programs including Even Start, IDEA, Title II, Title III, and Title X. If funding permits, Parent Involvement staff may be hired to assist schools in meeting all Parental Involvement requirements during the school year as well as during the

summer months. Parents receive all "right to know" notifications at the start of the school year no later than September 2015. Parents are involved in the School Improvement Planning Process through Parent Advisory Council Meetings held throughout the school year.

Coordination and Integration

Describe how the LEA will coordinate and integrate parental involvement strategies from Part A of Title I with other federal programs (including but not limited to Head Start, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters (HIPPY), Voluntary Pre-Kindergarten, Title I, Part C, Title I, Part D of Title I, Title III, and Title IV, Part A) [Sections 1118 (a)(2)(D) and 1118(e)(4)].

| count | Program | Coordination |
|-------|----------------------------|---|
| 1 | Voluntary Pre-Kindergarten | LEA Title I office coordinates with VPK and Pre-K through funding of an afternoon program including staff, materials, shared classroom model and field trip participation to encourage parent involvement. |
| 2 | Title I, Part C | LEA Title I office coordinates with PAEC to provide parent involvement opportunities to migrant program participants when applicable. |
| 3 | Title I, Part D | LEA Title I office coordinates with district DJJ facilities coordinators through the use of set-aside funds and technical assistance. |
| 4 | IDEA | LEA Title I office coordinates with ESE Department for professional development and MTSS meetings with parents. |
| 5 | Title II, Part A | LEA Title I office coordinates with Professional Development office through joint funding of district wide initiatives. |
| 6 | Title III | LEA Title I office coordinates with the ELL department by providing childcare for parents attending workshops, professional developments, academic tutoring, and interpretations for parents in both written and spoken communication. |
| 7 | Title X, Part C | LEA Title I Specialist is also the district Title X Homeless Liaison and coordinates the programs to assist meeting the needs of our homeless students and families. Title I Set Aside is also allocated. |
| 8 | Title IV | LEA Title I Specialist is also the 21st CCLC administrator and coordinates the programs for parents to increase parent involvement and parents attendance in school sponsored events. Coordination of services when applicable for parents. |

Annual Evaluation

Describe the actions the LEA will take to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the academic quality of the Title I, Part A schools [Section 1118(a)(2)(E)].

Response: The District Parent Committee will be included in the input into the development, implementation, and evaluation of the Title I Parent Involvement Plan. In May, a Family Involvement Survey is sent to all Title I schools and distributed to all parents. Results from the survey are compiled and reviewed by district Title I staff and sent back to the Title I schools in summer. Preliminary results will be shared by district staff at the quarterly parent committee meetings to identify areas of strengths, areas of needs and common barriers for greater participation by parents. Parents on the

committee will provide insight and feedback. This information and discussions at this meeting will be used to revise the PIP and parental involvement activities as needed.

Building Capacity

If the LEA plans to implement LEA-wide activities, describe the actions the LEA will take to build the schools' and parents' 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 [Sections 1118(a)(2)(C), 1118(e)(1-14)].

| count | Content and Type of Activity | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness |
|-------|---|---|---|----------------------------|--|
| 1 | Florida Standards | Dept. of Curriculum, Instruction and Assessment | Through better understanding of academic expectations, parents can assist students in improving skills | Throughout the school year | District level FSA scores, number of website visits |
| 2 | Assessments conferences | District and school site faculty and staff | Through individual conferences to discuss each child's assessment results, expectations, and goals for the school year parents and students are equipped with knowledge needed to succeed. | August through May | Conference logs |
| 3 | Reading and Math Workshops | Schools | Content specific sessions will be provided for parents and students. Activities will include opportunities for parents and students to work together. Information will include strategies parents can use at home when working with their children. | August through May | Sign-in sheets, agendas, hand-outs, presentation materials |
| 4 | OCSD website | District webmaster | Parents have access to information and resources to stay informed and assist them in promoting student academic achievement. | ongoing | Parent feedback, number of website visits |
| 5 | Blackboard Connect Mass Notification System | Schools and district | Parents will be kept informed about school and district information to assist them in promoting academic achievement. | Throughout the school year | Parent feedback, blackboard connect logs |
| 6 | Parent Technology Training | Title I District Department | Parents will build their capacity to help their child | Throughout the school | Sign-in sheets, agenda |

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| | | | at home. | year | |
| 7 | Open House | School Principals | Increased parent awareness of student achievement, teacher qualifications, volunteer opportunities, and ways to support their children. | August-October | Sign-in sheets, agenda |
| 8 | Annual Title I Meeting | Title I Contact Teachers and School Administration | Increased parent awareness of student achievement, teacher qualifications, volunteer opportunities, and ways to support their children. | August-October | Sign-in sheets, agenda, evaluation |
| 9 | Parent Conferences | Teachers at Title I Schools | Providing support to students and assisting parents in supporting their children with homework. Increase parents awareness of CCSS and required State Assessments. | Throughout the school year | invitations, notes from conferences |
| 10 | OCSD Title I Parent Committee | Title I Specialist and Title I Instructional Coach | Increase parents input into activities to reduce barriers to student success and parental involvement. | monthly throughout the school year | Sign-in sheets, agenda, meeting minutes, evaluations |
| 11 | Mentor Training | Community Affairs Department | Through additional guidance provided by mentors, individual student needs will be addressed. | Throughout the school year | Sign-in sheets, agenda, number of mentors |
| 12 | Community Affairs website with mentoring videos created by Cox Communication | Community Affairs Department | Through additional guidance provided by mentors, individual student needs will be addressed. | Throughout the school year | Sign-in sheets, agenda, number of mentors |
| 13 | School based Mentor Coordinator | Community Affairs Department | Through additional guidance provided by mentors, individual student needs will be addressed. | Throughout the school year | Sign-in sheets, agenda, number of mentors |
| 14 | School based Volunteer Coordinators | Community Affairs Department | Through decreasing the ratio of adult to student, student needs are more effectively addressed. | Throughout the school year | Increased school based volunteer logs |
| 15 | ACT Tutoring - for students who failed 10th grade FCAT | NCLB Specialist | Increased graduation rate | Throughout the school year | Increased graduation rates |
| 16 | Finding Mentors for students | Community Affairs Department | Through additional guidance provided by mentors, individual student needs will | Throughout the school year | Decreased drop-out rate |

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| | | | be addressed. | | |
| 17 | Tellmemore web based software to assist families in learning English | Title III Department | Increased language acquisition of ELL students | Throughout the school year | Decreased need for translators at parent meetings, ELL students scores improve |
| 18 | All Scholars Institute | Curriculum Specialists | Increase academic skills | Throughout the school year | Increased participation in advanced classes |
| 19 | Parent Leadership Council | ESOL Title III Dept. | Through discussions of topics centered on education programs, parents will have a better understanding of ways to assist their children in improving academic skills | Four times per year | Sign in sheets, FSA scores, CELLA scores |
| 20 | Parent Workshops with Common Core presentations | District FSA support staff | Through greater understanding of standards parents will be able to assist their children with acquisition of academic skills | Throughout the school year | Sign in sheets, state assessments in 2014-15 |
| 21 | Head Start Council | Title I Specialist and Title I Instructional Coach | Increase partnership with Headstart | Throughout the school year | Increase in enrollment of at-risk students in Title I feeder areas |
| 22 | Parent Input Link on OCSD Website | OCSD Technology and Title I Specialist | Provide a venue for additional parent input and questions | Ongoing | Increased parental involvement and input |
| 23 | 21st CCLC Parent Workshops | Title I Specialist | Increase parent awareness and involvement in Title I Schools that have CCLC after school program | Throughout the school year | ncreased parental involvement and input |

Staff Training

Describe the professional development activities the LEA will provide, with the assistance of the schools and parents, 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 | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness |
|-------|--|--|---|--|--|
| 1 | Professional Learning Communities and Data Chats | Schools | Teachers increased knowledge of individual students' needs and methods of meeting the needs will increase students academic skills. | Throughout the school year | Staff development calendars, LEA records of in-service points, sign-in sheets, student test data |
| 2 | Teaching Students from Poverty Workshop | Title I Specialist | Through better understanding of the specific needs of students in poverty, their academic skills will increase. | As scheduled by schools throughout the school year | Sign-in sheets, evaluations, sub group FCAT scores |
| 3 | New Teacher Training Program | New Teacher Coordinator | New teachers will better understand needs of students. | August-May of current school year | Agenda, training materials, sign-in sheets, test scores of new teacher's students |
| 4 | Teacher training related to Parent Involvement | Title I Principals and Title I staff | Through increased parent involvement, parents will be equipped to assist students with academic achievement. | Throughout the school year | Parent feedback, parent school communications |
| 5 | Putting the Pieces Together Workshop on Parent Involvement | Title I Specialist and Title I Contact | Assisting faculty with building relationships with parents | Monthly at faculty meetings | Faculty feedback and reflection |
| 6 | Mid-Year Reviews with Each School to review SPP to include parent involvement activities | Curriculum and Instruction Department | Reflection on practices and parent involvement in Title I Schools | End of every semester | Minutes and noted changes to SPP |

Communication and Accessibility

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

Response: Accommodations will be made for parents with disabilities as needed. If a parent has an identified disability, the LEA and schools will work with the appropriate services to ensure the opportunity for parent involvement.

The LEA Title I Office, in collaboration with the ESOL Department, will provide assistance in securing translators for specific language groups as needed. All documents are translated into Spanish when feasible. When a school has a population of 15 or more native speakers of a specific language, a translator will be assigned to the school. When there is less than 15 native speakers, the school contacts the district and translators are provided when needed and feasible. In addition, when necessitated and when feasible, state and district produced documents and written communication will be translated into a variety of languages. Also when feasible, information will be provided in a variety of settings to include Title I Informational meetings, Parent-Teacher Conferences, Parent trainings and meetings, newsletters, etc. in the parents' home language.

Samplings of schools' parent communications are uploaded to the electronic compliance bin which is monitored quarterly by the Title I Department.

New parents are informed of parent activities through frequent newsletters, emails, websites, marquees, phone calls, and flyers.

In addition to the above, the district implements these strategies to assist parents with other needs:

The District maintains a Title I Parent Involvement website with links to relevant parenting materials. And the Title I staff will meet quarterly with OCSD Parent Committee with representatives from schools to share information about parent programs and school reports as well as to brainstorm with parents ways to better share the information with more parents.

In order to ensure that schools provide information to parents in a language they can understand, a sampling of documents are uploaded to an electronic compliance bin that is reviewed quarterly by the Title I department. In addition, schools with interpreters keep phone logs of calls made to parents. Interpreters signatures are provided when they attend meetings whether they are assigned to a school or called in for a meeting at another school.

Discretionary Activities

The LEA parental involvement policy may include additional discretionary activities that the LEA, in consultation with the parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement [Section 1118(e)]. Check here if the LEA does not plan to implement the discretionary parental involvement activities. Check all activities the LEA 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)]; | OCSD Parent Committee | Title I Specialist, Title I Instructional Coach, and District Title I/Instructional Coach | Increased partnerships between parents and teachers | On-going throughout the year |
| 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 1118(e)(7)]; | Parent nights and literacy fairs- Providing necessary literacy training | School staff | Increased student performance on formal & informal assessments | On-going throughout the school year |
| 3 | Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1118(e)(8)]; | Paying reasonable expenses associated with parent involvement | Title I office provides funding to schools for these events. Title I bookkeeper, school bookkeeper | Increased participation from parents may directly affect student performance and literacy | As needed throughout the school year. |
| 4 | Training parents to enhance the involvement of other parents [Section 1118(e)(9)]; | Providing for parents to share with their parents at their school | Title I Specialist and School Staff | Increased student input | On-going throughout the year |
| 5 | 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 | Maximizing parent involvement by arranging meetings at a variety of times | School level principal and Title I event planning staff | Increased parent participation which may result in increased student performance and literacy | On-going throughout the school year. |

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| | [Section 1118(e)(10)]; | | | | |
| 6 | Establishing a LEA-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs [Section 1118(e)(12)]; and | Monthly meetings with Title I Specialist and parents | District Title I office | Increased information and involvement may positively affect student achievement | On-going throughout the school year. Monthly meetings. |
| 7 | Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)]. | Participation by Title I Specialist in community organizations for assisting families in need. | Curriculum specialists, school staff and organization personnel | Increased community and parent participation may positively affect student performance | On-going throughout the school year, as needed |

Upload Evidence of Input from Parents

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

Evaluation of the previous year's Parental Involvement Plan

Building Capacity Summary

Provide a summary of the activities offered to help build the capacity of parents improve their children academic achievement [Section 1118(e)(1-2)].

| count | Content and Type of Activity | Number of Activities | Number of Participants | Anticipated Impact on Student Achievement |
|-------|---|----------------------|------------------------|---|
| 1 | Annual Title I Meeting | 20 | 500 | Increased parent awareness of student achievement, teacher qualifications, volunteer opportunities, and ways to support their children. |
| 2 | OCS D Title I Parent Committee | 4 | 20 | Increase parents input into activities to reduce barriers to student success and parental involvement.. |
| 3 | Head Start Council | 14 | 140 | Increase partnership with Headstart. |
| 4 | Reading and Math Workshops | 40 | 1200 | Content specific sessions will be provided for parents and students. Activities will include opportunities for parents and students to work together. Information will include strategies parents can use at home when working with their children. |
| 5 | Open House | 20 | 5000 | Increased parent awareness of student achievement, teacher qualifications, volunteer opportunities, and ways to support their children. |
| 6 | Parent Conferences | 100 | 5000 | Providing support to students and assisting parents in supporting their children with homework. Increase parents awareness of CCSS and required State Assessments. |
| 7 | Parent Workshops with Common Core presentations | 2 | 10 | Through greater understanding of standards parents will be able to assist their children with acquisition of academic skills |

Staff Training Summary

Provide a summary of the professional development activities provided by the LEA 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 |
|-------|------------------------------|----------------------|------------------------|---|
|-------|------------------------------|----------------------|------------------------|---|

Private School Summary

Provide a summary of the parental involvement activities provided for private schools implementing a Title I, Part A program [Section 1120(a)(1)]

Not Applicable

| count | Content and Type of Activity | Number of Participants | Schools Participating | Anticipated Impact on Student Achievement |
|-------|------------------------------|------------------------|-----------------------|---|
|-------|------------------------------|------------------------|-----------------------|---|

Barriers

Describe the barriers which hindered participation by parents in parental involvement activities during the previous school year. Include the steps the LEA will take during the upcoming school year to overcome the barriers and design more effective parental involvement policies (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(2)(E)].

| count | Barrier (Including the Specific Subgroup) | Steps the School will Take to Overcome |
|-------|--|---|
| 1 | Students lack technology at home (econ. disadv.) | various Title I schools will offer open computers or computer labs |
| 2 | Workshops not held at convenient times (all subgroups) | schools will hold meetings at various times |
| 3 | Need for childcare (all subgroups) | schools will offer childcare for meetings when feasible |
| 4 | Other family duties/lack of time (all subgroups) | childcare and meals provided at meetings held during meal times |
| 5 | Welcoming school environment (all subgroups) | teacher training, cultural events, friendly signs to welcome and direct to office |
| 6 | Lack of knowledge of NGSSS (all subgroups) | website links, parent workshops |
| 7 | Lack of knowledge of resources (all subgroups) | free resources available on district and school websites, resource rooms at schools |

Best Practices (Optional)

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

| count | Content/Purpose | Description of the Activity |
|-------|-----------------|-----------------------------|
|-------|-----------------|-----------------------------|