

Calvin Hunsinger School

Parent and Family Engagement Plan

I, Douglas Keimig, 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

9/23/19

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: Educate and prepare each student for college, career, and life while making at least one year of learning gains.

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)].

Response: Calvin Hunsinger School believes in involving parents in all aspects of its Title I programs, therefore our school will encourage parents to become active members of our School Advisory Council (SAC). More than 50 percent of the members of the SAC are required to be parent (non-employee) representatives. The SAC has the responsibility for developing, implementing, and evaluating the various school level plans, including the School Improvement Plan (SIP) and Parent and Family Engagement Plan. Therefore, parents will be provided opportunities to give input in the development and decision-making process of all Title I activities related to the school. An annual evaluation will be conducted using surveys completed by stakeholders. The results will be analyzed to evaluate the effectiveness of the school's parent involvement program. Parents may request additional support either directly through their child's teacher or grade level administrator. A parent may also request support during regularly scheduled SAC or PTA meetings.

Parents and guardians are asked to complete a written survey at the conclusion of each parent training or activity regarding programs, strategies, and workshops they feel would be beneficial in helping their children advance academically. Surveys are also mailed home in the Spring requesting parent input on the compact, the Parent and Family Engagement Plan, and the Title I budget.

These surveys will be reviewed by administration, the School Advisory Council, and the school leadership teams to determine how our Title I funds can be used most effectively to serve our students and families.

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)].

count	Program	Coordination
1	Individuals with Disabilities Education Act (IDEA)	Supplemental instruction provided by the school will be discussed with parents during the development of the students' IEPs.
2	Connect for Success – Title I	Students are given the opportunity to receive a laptop computer funded by Title I to use at home for extended learning. These computers provide access to Beyond the Classroom online educational activities, information for school projects and homework, and important software applications.

Strong responses include:

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

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
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1	Maintain documentation	Principal and Assistant Principal	August, 2019	Title I audit box housed in Principal's secretary office and documentation will be uploaded to electronic audit box.
2	Annual Title I Parent Meeting	Principal and Assistant Principal	August, 2019	Copies of agendas, PowerPoint presentation, handouts, parent surveys to be completed at the conclusion of the meeting.
3	Create sign-in sheets	Principal and Assistant Principal	August, 2019	Sign-in sheets for meeting and individual classrooms
4	Advertise/publicize event	Principal and Assistant Principal	August, 2019	School Messenger messages, school marquee, flyers to parents, and posting on school website
5	Develop and disseminate invitations	Principal, Teachers, and Assistant Principal	August, 2019	Flyer with date of dissemination, posting on school website, message on school marquee, School Messenger to Parents
6	Develop agenda, handouts, and/or presentation materials that address the required components	Principal and Assistant Principal	August, 2019	Copies of agendas, PowerPoint presentation, and handouts
7	Alternate Title I Parent Meeting to accommodate parents' schedules	Principal and Assistant Principal	August, 2019	Copies of agendas, PowerPoint presentation, handouts, parent surveys to be completed at the conclusion of the meeting
8	Missed Annual Meeting Documentation	Principal and Assistant Principal	August & September, 2019	Copy of Missed Annual Meeting Notification in school newsletter and school website

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: Calvin Hunsinger School seeks to provide excellent customer service and availability for parents. The administrators make themselves available to parents to the largest degree possible when parents come to the school with questions or concerns. We offer evening events throughout the year.

Calvin Hunsinger School will offer parent involvement meetings as well as School Advisory Council meetings during school hours, afternoons, and evenings.

Our School Advisory Council meets at 9:30 a.m. and 2:30 p.m. on the second Monday of each month. The principal will also hold a telephone conference call with the SAC member or parents upon request.

Our Annual Title I Parent meeting will be held on Tuesday, August 27 at 5:30 p.m.; we will hold an alternate meeting on Friday, August 30 at 9:00 a.m. for parents who are unable to attend the Tuesday evening meeting.

Our parent involvement meetings and sessions will include information on reading, math, writing, science, state assessments, family bonds, and Florida Standards. Child care and language translation services will be provided upon request. We will assist with transportation challenges for parent involvement activities. Activities are provided for the students who attend the trainings with their parents.

Our social workers will make home visits and phone calls for parents who are unable to attend meetings or trainings but would like to receive information.

We notify our parents of upcoming events in a number of ways: flyers sent home with students, School Messenger, marquee messages, individual phone calls, and information written on daily point cards. Our school website is updated frequently. Our social workers, teachers, and administrators also use every opportunity to speak with parents when they are on campus picking up students or attending meetings.

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.

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)].

co unt	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
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1	Title I Meeting	Principal and Assistant Principal	Parents understand what it is to be a Title I school, where to find important information and how to get involved. Assist parents and students with school-wide and classroom expectations so that their child(ren) will be successful during and after school.	August, 2019	Sign-in sheets, handouts, agendas, and presentation materials
2	Parent Resource Library	Principal and Assistant Principal	Increase student achievement by providing parents with resources on subjects such as Autism, Dyslexia, Health, Preparing Children for School, and Parenting Children with Challenging Behaviors	Available to parents during normal school hours and beyond the school day upon request	Resource Book Sign out Sheets
3	Technology/Connect for Success	Connect for Success Liaison	Provides technology to students as well as technology training for parents (FOCUS).	2019-2020 School Year	Parent Training session, sign in sheets
4	Reading/Writing/Mathematics - Winter Wonderland Parent Night	Principal and Assistant Principal	Increase student achievement by modeling instructional techniques for parents to apply at home with their children	December, 2019	Sign-in sheets, handouts, agendas, surveys, and presentation materials
5	Alternate Annual Title I Parent Meeting	Principal and Assistant Principal	Parents understand what it is to be a Title I school, where to find important information and how to get involved. Assist parents and students with school-wide and classroom expectations so that their child(ren) will be successful during and after school.	August, 2019	Sign-in sheets, handouts, agendas, and presentation materials
6	Reading/Math/Writing Hunsinger Highlights	Principal and	Increased student achievement by modeling instructional techniques for	May, 2020	Sign in sheets, parent surveys

	Assistant Principal	parents to apply at home with their children			
7	Calvin's Parent and Principal Circle	Principal and Assistant Principal	Parents will have the opportunity to meet with principal to discuss school issues and work towards improving school culture. Sessions topics will include highest student achievement, making learning gains in math, science, and reading	Once each semester	Sign in sheets, parent surveys

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

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	Ongoing PLCs	Principal, Assistant Principal, Instructional Staff	Improve the ability of staff to work effectively with parents.	August 2019-May 2020	Conference agenda and other appropriate documentation as required
2	Title I Principal Training	Principal	Improves student achievement by providing	August 2019-	Notes and Agenda

			administrators with strategies to involve parents	May 2020	
3	Connect for Success Liaison Training	Reintegration Specialist	Improves student achievement by providing students with technology and the skills to use it correctly at home.	August 2019-May 2020	Increased student achievement
4	Restorative Practices	Principal, Assistant Principal, Social Workers	Restorative Practices are designed to empower students, facilitate positive interpersonal growth, and create a cooperative environment where every student is equitable. These practices are paired with continuous efforts to provide students with engaging and rigorous learning opportunities.	August, 2019 – May, 2020	Students who feel safe, connected, and successful at school will perform higher academically
5	Equity for Excellence	Principal and Assistant Principal	Through the cohesive implementation of Restorative Practices, PBIS, Culturally Relevant Teaching, and Social Emotional Learning we ensure that we are meeting the academic, social emotional, and behavioral needs of each and every student. We will intentionally provide supports, resources, and set high expectations for all students to achieve at consistently high levels. Affording each student the opportunity to be served in a learning environment that is safe, inclusive, welcoming, and affirming, where all students will have access to rigorous instruction.	August, 2019	Increased student achievement. Students who feel safe, connected, and successful at school will perform higher academically.

6	Grade Level Culturally Relevant Structured Planning/Planning to Close the Achievement Gap	Principal, Assistant Principal, Instructional Staff	Intentionally incorporating culturally relevant resources and strategies into our lesson plans	August, 2019 – May, 2020	Increased learning gains in ELA and Math across all grade levels and in all underperforming subgroups.

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: Calvin Hunsinger School will maintain a system to provide parent resources, as well as inform others of their availability. We are working together with parents to update email contacts in Focus and work with teachers to support teacher-parent communication via email.

We maintain a Parent Resource Library at our Title I Parent Center in the front office. Parents may come into the school to review the materials or they are welcome to check them out. The titles cover subjects such as academic strategies, especially in the area of reading, autism, hyperactivity, raising teenagers, nutrition, and dealing with children with behavior problems.

Calvin Hunsinger School's website is available for parents to access school information and provides links to the Florida Department of Education for testing information, Florida Standards, the Pinellas

County Schools Homework Helpline, and the Family Engagement Page. The website is updated frequently.

Information on the Title I Center District Parent Resource Center in St. Petersburg which offers free educational training and materials has been provided to parents.

We create Summer Take Home Learning Kits; each student is provided with an individualized learning kit which includes workbooks on reading and math. Each child is surveyed and given books for recreational reading over the summer. The students meet one on one with our media specialist to choose books specific to their individual interests and academic level.

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.

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: Calvin Hunsinger School will provide information to parents regarding Title I programs in a timely manner using various methods of communication including meetings, letters, the school messenger, email, and the school website. At the Open House / Annual Title I Meeting, information about Title I programs, curriculum, and academic assessments will be shared in a general meeting. Sign-in sheets from the annual meeting as well as individual classes will be developed and submitted to the Title I coordinator who will also maintain documentation on the dissemination of information,

distribution methods, and timelines. Parents will be provided with a survey form asking them to provide input on the School Compact and the Parent and Family Engagement Plan. The principal will respond by email to all questions left. If a parent is unsatisfied with the school-wide program plan under Section 1114 (b)(2), they will be asked to provide their comments to the principal who will then provide the comments to the Title I office. Up-to-date information will also be kept at the "Parent Station" located in the front office for parent convenience.

Title I information will be included in the September newsletter for parents who were unable to attend the annual meeting. Our website is also kept updated with Title I information, testing information, and dates for parent involvement activities.

Our teachers are in daily contact with parents in person, via email and phone, and through the use of point cards which are sent home each day with the students. The point cards contain information on the child's activities each day; parents are asked to sign the form and return it with the student the next day. Parent requests for meetings are always honored and are encouraged.

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.

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: Calvin Hunsinger School will make the Parent and Family Engagement Plan available to parents on the school's website. A hard copy of the PFEP will be housed in the "Parent Station" located in the front office and will be copied upon parent request. Written communication may be requested to be translated in languages other than English. Upon parent request, a translator will be made available at parent meetings and in the school office to provide translation services to ensure that parents are able to fully participate in parent meetings. American Sign Language (ASL) translation services will also be made available upon parent request.

Calvin Hunsinger School is completely accessible for physically handicapped individuals (doorways, restrooms, ramps). Visually impaired individuals will be provided with preferred seating at events.

Calvin Hunsinger School sends out newsletters to the parents two times per year with information regarding upcoming parent trainings or meetings, family nights, and SAC meetings. Flyers are sent home several times before each event, and a School Messenger message is also sent. Parents are

encouraged to call the school regarding any questions or concerns they may have.

Our school website is updated frequently. Parents are surveyed after each parent training/event, a Spring Survey is also mailed to them requesting their input on the Compact, the Parent and Family Engagement Plan, and the Title I Budget.

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

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:

☒ Not Applicable

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 (into the Audit Box KIA Folder)

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

Upload Parent-School Compact (into the Audit Box KIA Folder)

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.

Upload Evidence of Parent Involvement in Development of Parent-School Compact (into the Audit Box KIA Folder)

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

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

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	Connect for Success	12	8	Students were provided with a computer which allowed them to access technology at home. They were also provided with free online educational resources geared toward boosting student achievement. Connect for Success improves student achievement by providing students with technology and the skills to use it correctly at home.
2	Title I Annual Parent Meeting & Alternate Parent Meeting	2	32	Assist parents and students with school-wide and classroom expectations so that their child(ren) will be successful during and after school. Parents understand what it is to be a Title I school, where to find important information and how to get involved

				Assistant Principal gave a presentation on Clever@Home which supports learning outside of the classroom for all grade levels. Parents were introduced to:
3	Title I Winter Wonderland Parent Night	1	47	<p>*The Personalized Learner Pathway which uses each individual student's data to connect them with targeted instructional resources.</p> <p>*Sway – offers a fun and engaging way for students to use digital storytelling to make their voice come alive.</p> <p>*World Book Online – contains thousands of informational articles with stunning illustrations, videos, interactive maps, research help, and activities.</p>
4	Title I Coffee with the Principal	1	3	Parents were provided with information on Academic Restorative Practices. Restorative Practices are processes that proactively build relationships and a sense of community. Research has shown that students who participate in school-based programs that focus on social and emotional learning improve significantly on grades and formal assessments.
5	Summer Take Home Learning Kits	1	100	Students were provided with Summer Learning Kits which contained workbooks with reading, writing, mathematic, and science activities. The kits included pencils, pens, crayons, markers, rulers, and writing journals. The students also met one on one with our media specialist to choose recreational reading books specific to their individual interests and academic levels.
6	Title 1 Hunsinger Highlights Evening	1	22	Mad Science presented “Harnessing Heat – Cotton Candy”. Students and their families learned about the fundamentals of air: what happens when molecules are hot, what happens when they are cold. Mad Science transforms laboratory science into fun, interactive learning experiences which give students a clear understanding of what science is and how it affects their world. Their programs are aligned with the school Science, Technology, Engineering, Art, and Mathematics (STEAM) curriculum and encourage students to pursue STEAM careers.
7	Parent Resource Library	1	0	Available to parents during normal school hours and upon request beyond the school day.

Review Rubric:

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

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	Ongoing PLC's with Instructional Coaches	36	60	Teachers worked together to analyze data to plan for differentiated instruction, target students, develop lesson plans, and problem solve behavior issues in the classroom. This training increases each educator's awareness of his or her own implicit biases. An implicit bias is defined as an attitude or stereotype that is activated unconsciously or involuntarily. These biases may be responsible for an educator's different expectations of achievement for students from different ethnic backgrounds. However, these biases can be successfully addressed and interrupted when individuals become aware of them. This training will help educators to recognize each of their students as individuals with unique talents, weaknesses, and strengths.
2	Implicit Bias Training	1	75	
3	Connect for Success Liaison Training	1	1	Improves student achievement by providing students with technology and the skills to use it correctly at home.
4	Transition to Marzano Focused Instructional Model	1	40	The Marzano Focused Instructional Model helps students process new content, uses questions to help students elaborate on content, helps students practice skills, strategies, and processes, allows students to examine similarities and differences, and encourages students to engage in cognitively complex tasks.
5	One Note – Staff Notebook	1	40	Increased grades and scores on formal assessments
6	Restorative Practices	3	75	Restorative Practices are designed to empower students, facilitate positive interpersonal growth, and

create a cooperative environment where every student is equitable. We are specifically targeting the implementation of circles and the utilization of affective language to encourage an environment where every voice (students and staff) is heard. These practices are paired with continuous efforts to provide students with engaging and rigorous learning opportunities. Students who feel safe, connected, and successful at school will perform higher academically.

Review Rubric:

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

Barriers

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

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Parents do not have transportation to school events. Our students live county wide and the distance from home to school becomes a hardship for parents. (Economically Disadvantaged)	Our Social Workers arrange car pools and other forms of transportation to enable our parents to attend events. We will provide bus passes and Pinellas Suncoast Transit Authority information for parents who need assistance in getting to the school.
2	Parents are unable to attend events due to conflicting work schedules (Economically Disadvantaged)	We vary the time of our meetings and trainings which allows parents more flexibility in attending events. Parents who are unable to attend evening events can view the Power Point presentations and activities at their convenience.
3	Many of our parents have pre-school age children (Economically Disadvantaged)	We offer child friendly activities during the parent trainings, parents will attend the trainings while the children enjoy organized activities.
4	Parents being unaware of upcoming school events (Economically Disadvantaged, Limited Literacy)	We use several different methods to notify parents of upcoming events: school newsletter, flyers, notes on point cards, marquee, and school messenger. Social workers and teachers will also make personal phone calls to parents to make sure they are aware of special events. Our school website is kept updated with activities and information.

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)

count Content/Purpose Description of the Activity

- **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.