

**Annual Evaluation of the Content and Effectiveness
of the LEA Parental Involvement Plan**
(Required for LEAs with Title I Schools)

School District: Gadsden City School System

Date: 2012-2013

What the law requires:

The LEA must (1) conduct **with Title I parents** an annual evaluation of the content and effectiveness of the parental involvement plan in improving the academic quality of Title I schools, including identifying barriers to greater participation by parents in authorized activities; and (2) use the findings to design more effective strategies and revise the plan.

Evaluating your plan should be done with LEA and school staff as well as parents. All Title I parents should be aware that the plan is being evaluated and understand the procedure that is in place allowing them the opportunity for input. Input may be from serving as a member of the committee conducting the evaluation; completing a parental involvement survey; participating in parent focus groups; etc. The input, including the results of the parental involvement survey, should be used to assist in addressing the following evaluation components.

What were our student achievement goals this year?

To increase the percentage of students meeting or exceeding baseline proficiency on the Reading portion of the ARMT + Test to 88% or above in grade three, 86% or above in grade four, 88% or above in grade five, 89% or above in grade six, 84% or above in grade seven, and 76% or above in grade eight.

- **All Title I 3rd Grades met AMAO Goal of 88% in Reading**
- **5/6 Title I 4th Grades met AMAO Goal of 86% in Reading**
- **5/6 Title I 5th Grades met AMAO Goal of 88% in Reading**
- **2/3 Reading Classes in the Title I Middle School met AMAOs**
- **6th Grade Reading AMAO: 89% Litchfield: 61/70 or 89%**
- **7th Grade Reading AMAO: 84% Litchfield: 60/76 or 79%**
- **8th Grade Reading AMAO: 74% Litchfield: 63/76 or 82%**

The Title I Elementary Schools all made AYP for the 2011-12 school year. The LEA will continue to work with the identified schools and grade levels to provide strategic teaching strategies, data analysis, and intervention goals for each identified student so that he/she will meet the grade level AMAO goal for reading in the spring of 2013.

Litchfield Middle Title I school is in School Improvement for the 2012-13 school year. The LEA will continue to work with the school and teachers to provide strategic teaching strategies, data analysis, and intervention goals for each identified student so that he/she will meet the grade level AMAO goal for reading in spring of 2013. In addition i-pads and training for students and teachers will be used to engage students in improving their reading skills so they will meet the AMAO goals in the spring of 2013. Additional intervention aids will help support students individually or in small groups so that they will make gains and meet the standards for their grade level.

To increase the percentage of students meeting or exceeding baseline proficiency on the Math portion of the ARMT + Test to 84% or above in grade three, 83% or above in grade four, 88% or above in grade five, 74% or above in grade six, 74% or above in grade seven, and 78% or above in grade eight.

- **4/6 Title I 3rd Grades met AMAO Goal of 84% in Math**
- **3/6 Title I 4th Grades met AMAO Goal of 83% in Math**
- **All Title I 5th Grades met AMAO Goal of 82% in Math**
- **0/3 Math Classes in the Title I Middle School met AMAO Math Goals**
- 6th Grade Math AMAO: **74%** Litchfield: 45/70 or **65%**
- 7th Grade Math AMAO: **74%** Litchfield: 45/75 or **60%**
- 8th Grade Math AMAO: **78%** Litchfield: 52/74 or **70**

The Title I Elementary Schools all made AYP for the 2011-12 school year. The LEA will continue to work with the identified schools and grade levels to provide strategic teaching strategies, data analysis, and intervention goals for each identified student so that he/she will meet the grade level AMAO goal for math in the spring of 2013.

Litchfield Middle Title I school is in School Improvement for the 2012-13 school year. The LEA will continue to work with the school and teachers to provide strategic teaching strategies, data analysis, and intervention goals for each identified student so that he/she will meet the grade level AMAO goal for math in spring of 2013. In addition i-pads and training for students and teachers will be used to engage students in improving their math skills so they will meet the AMAO goals in the spring of 2013. Additional intervention aids will help support students individually or in small groups so that they will make gains and meet the standards for their grade level.

To increase the percentage of LEP students meeting or exceeding proficiency on AMAO-A: Adequate Progress in Language Acquisition (0.5 growth) or 46%. To increase the percentage of LEP students meeting or maintain the following goal in AMAO-B: Percent of ELs Attaining Language Proficiency-14% for 2013.

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| • Adams – | AMAO- A: 74.1% | AMAO –B: 12.9% |
| • Donehoo- | AMAO- A: 50.0% | AMAO –B: 11.1% |
| • Floyd- | AMAO- A: 80.0% | AMAO –B: 26.7% |
| • Striplin | AMAO- A: 83.3% | AMAO –B: 18.8% |
| • Thompson- | AMAO- A: 50.0% | AMAO –B: 12.5% |
| • Walnut Park- | AMAO- A: 92.3% | AMAO –B: 40.0% |
| • Litchfield- | AMAO- A: 12.5% | AMAO –B: 7.4% |

The Title I schools that are highlighted did not meet the proficiency for AMAO- A or AMAO-B for the 2013 school year. The LEA will continue its professional development training in student goal setting for all staff member working with LEP students. This training will help teachers become prepared and confident as they analyze the data provided on the state ACCESS Test. The LEA will help the staff members develop lesson plans reflecting student’s instructional goals. Students’ who do not make progress will be provided supplemental one-on-one or small group tutoring with the ESL teacher to work on specific areas of language acquisition.

How did we work as partners with parents in meetings those goals?

In the Spring of 2012 the Parent Survey was sent to all parents in Title I Schools. The survey results from each school were analyzed and they support that parents were offered workshops/activities to explain and inform them of AYP, state standards and the Gadsden City Curriculum. Parents were made aware of the expectations for their children in reading and math. The Parent Teacher Resource Center provided over 2,770 individualized prescription packets for parents and teachers who requested these services for Title I students. 100% of Title I parents received Parent Resource Center bulletins each 9 weeks in the report card. School staff utilized home notices through marquees, school-websites, newsletters and parent teacher communication notebooks to pass information to and from school. As much as possible, all events and conferences were conveyed in a language and format that parents could understand. A translator was at meetings and events. Parents were encouraged at every Parent Involvement Training meeting to voice any concerns they had with the academic program of the school in general.

All parents were invited to the Annual Title I meeting in each school. The Director of Federal Programs and staff members from the Parent Teacher Resource Center along with the principal of each school provided opportunities for communication and discussion of the Title I programs, the 1% set aside for Parent Involvement, budgets, state standards, assessments, student achievement, CIP, Parental Involvement Plan and the School Compact were discussed.

How can we improve with actively involving parents in the activities of our schools?

- Focus on communication of activities and events in a timely manner and far enough in advance for parents to arrange their personal affairs in order to attend. This can be done by a monthly calendar being sent home.
- Continuing to promote the Parent Teacher Resource Center
- Providing information on community services outside the school
- Varied times for parent conferences
- Target the adult males in each family to be continuously involved with the students and to encourage their families to be involved.
- Providing help with before or after school tutoring with free transportation
- Continuing to provide childcare and translator for meetings
- Continuing communicating through notes, phone calls, websites, e-mail
- Offering incentives to children and parents to come to events, or returning important papers
- Center events around children's activities and/or presentations for each grade level, rather than a whole school event, so the parents can interact more with each other and with the teacher
- Communicate with parents about how they can be involved in activities by sending home a list of opportunities at the beginning of the year
- Provide parent training sessions at school sites that might include sessions on student behavior, bullying, how to help your child study, and internet skills

Do we have any barriers to parent involvement that need to be addressed?

- Parent communication in more "Parent Friendly" languages
- Lack of parent education
- Breaking the cycle of parents not being involved because their parents were not involved
- Middle school students not getting information to their parents
- Work schedules not allowing parents to be able to attend meetings or conferences

How are we doing with distributing our LEA and School Parental Involvement Plans to all Title I parents?

- The LEA and School Parental Involvement Plans are available for revision at the Annual Title I meeting. After this meeting revisions are made at the district on the LEA Plan and at the school revisions are made in the CIP Parental Involvement section.
- Each school will receive a revised hard copy of the LEA Parental Involvement Plan and will have it available for stakeholders to review in the school office or the Parent Involvement room. The district will post the revised LEA Plan on the web-site.
- Each school will post the revised CIP Plan on their school site as well as on the district web-site. A hard copy of the CIP will be available for stakeholders to review in the school office or in the Parent Involvement room.

How can we improve on training that is offered to parents: To help them work with their child at home? To help them to be active partners in LEA and school decision-making?

Empower the parents with knowledge that their opinions matter. Parents are encouraged to participate in the following: review of the school compact, surveys and home-school-community partnerships, collaboration with the Parent Liaison regarding school decision making. Make parents more aware of how the Parent-Teacher Resource Center can help them by inviting center personnel to every major event and giving them some time to share with parents about the Parent Teacher Resource Center. Provide make and take workshops at the Parent Teacher Resource Center for parents to attend and train them on ways to work with their student.

How can we improve on training that we offer school staff/teachers to help them to work more effectively with parents?

Provide periodic small group training sessions with staff, parents and parental involvement specialist demonstrating various ways to work more effectively with parents. Address one specific area of need discovered from the Survey and Evaluations at each faculty meeting. Provide mini-grants to families who desire to help their children beyond the norm at home for projects that will enhance the joy of learning together as a family.

Based on these evaluation findings, what changes do we want to make to our parental involvement plan for next year?

- Have more parent volunteer representation during the formulating stage
- Calendar of events provided along with the plan to assist parents in doing long-range planning for greater share in the school's parental involvement opportunities
- Provide meetings during the evenings as well as during the day
- Offer incentives to children and parents to come to events and to return important information
- Offer more varied times for parent conferences to enhance better parental communication
- Giving parents a syllabus per 9 weeks so they will be aware of what their child is learning