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| **2023-2024 Stakeholder’s Input Form**  **Oak Hill Elementary School**  (Revised 7/1/2023) | **I am a…**  Parent Student  Family Member School Staff  Community Member/Partner |
| **Review of Title I School Improvement Plan (SIP)**  After reviewing the Title I SWP, do you have any suggestions for changes? Yes No  Suggestions: | **Review of School-Parent Compact**   * Do the goals in the school-parent compact capture areas in which your child need help to improve? Yes\_\_\_\_ No\_\_\_\_\_ * Is the focus area in the school-parent compact the skill in which your child need to improve? Yes\_\_\_\_\_ No\_\_\_\_\_ * What are some suggested goals and focus areas?   Suggestions: |
| **Review of School & District Parent and Family Engagement Policies and School Calendar**  After reviewing the policies, do you have any suggestions for changes? Yes No  Suggestions: | **Review of the Parent Involvement 1% Allocation** How do you think Newton County School System should use the 1% required Title I Parent Involvement Funds?  Divide the 1% equally among all Title I Schools  Allocate funds for District Wide Activities  Other  If other please explain: |
| **Review of Comprehensive LEA Improvement Plan (CLIP)** After reviewing the CLIP plan, do you have any suggestions for changes? Yes No  Suggestions: | **Building Parent Capacity:**  Did you attend any of the Parent and Family Engagement Meetings this school year?  Yes No  Did you visit the Parent and Family Engagement: Continuous Communication for Building Parent Capacity website?  Yes No |
| **Building Staff Capacity:**  What would you like teachers to know when working with parents in the efforts to raise student achievement? (Check all that apply.) | How to create a welcoming environment  How to communicate with parents  How to reach out to parents  How to value parents’ input  How to build parent partnerships  How to remove barriers between home and school  How to develop and connect family engagement activities to student learning  How to host productive parent conferences  Other: |