**Hill-Gustat Middle School Parent and Family Engagement Plan (PFEP) 2020-21**

I, Christopher S. Doty , 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 8101(39), 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 1116(a)(3)(B)];
* 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 1116 (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 school-wide program plan under section 1114(b)(2) [Section 1116(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 parental and family engagement policies [Section 1116(a)(2)(E)];
* 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 1112(e)(1)(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 1112(e)(1)(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 1112(e)(1)(A)].

**\_\_\_Christopher S Doty\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_8/24/20**

**Signature of Principal or Designee Date Signed**

**Engagement 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 1116(c)(3), 1114(b)(2), and 1116(a)(3)(B)].

**Response: The Hill-Gustat Middle School Advisory Council (SAC) is composed of parents who respond to invitations through various announcements to come together and represents all parents of students attending the school. SAC members will meet throughout the year, developing and updating the HGM School Improvement Plan. Guidelines for the makeup of the SAC committee, which is composed of parents, representative of the school's demographics, are adhered to in the selection process. SAC members are nominated by parents and voted in by attendees.**

**All parents will be invited to the Title I annual meeting in September via Blackboard Connect call out system, invitation/announcement will be added to the school website, as well as, a Remind text will be sent to advise parents of the opportunity to be involved in the overview of "What is Title 1A?". A PowerPoint will be shown and discussed with parents in attendance at the beginning of the year meeting. Questions will be answered about parental concerns regarding some curriculum issues. After the Title 1 Annual Meeting concludes, the SAC meeting will begin.**

**When the SAC meeting is called to order, the Home/School Compact will be shared with parents. The parents and teachers will review and discuss the Home/School Compact. After the discussion, the SAC will vote and approve the Home/School Compact. Dates in the plan will be discussed and shared with parents in attendance. The SAC will review, make suggestions, and vote on the Parent Engagement Plan at the September meeting. The election of officers will also take place at the September meeting.**

**The SAC addresses the importance of continued and increased parent involvement in our school, incorporating it as a major objective in the plan and giving input into the development of the Parent Family Engagement Plan and Home and School Compact. Input from parents at SAC or PTO meetings are documents in "minutes" and stored in the Title One Notebook in the Assistant Principal's Office.**

**Title 1 funds will be used to help support and implement school improvement for student achievement, pay for extra help with low-achieving students, professional development, and strategies.**

**After September, the Home-School Compact and Parent Family Engagement Plan will be available to parents. After the Parent Family Engagement Plan has been approved, it will be available on the school's website, and print copies will be available at the reception desk for any interested parties.**

**Hill-Gustat Middle School offers numerous opportunities for parents to become actively involved in the child's education. All parents are invited and encouraged to participate on the School Advisory Council, the volunteer program, and other committees and support opportunities for parents, through workshops and other activities, to assist their child in the learning process. We will be holding a "Parent Night" for parents and students to pick up and discuss their report cards.**

**Hill-Gustat Middle School will host incoming fifth graders and fifth grade parents for a visit to the school for a "mock" day in the life of a 6th grader and all the different subject areas. On a regular school day in May, rising fifth graders will be escorted during a regular school day by our NJHS members. The student and parent orientation night will be advertised in the school newsletter, a Remind text, and through the call-out system. We will send out paper invitations to our feeder schools to go home with their 5th grade students. The Principal will visit each school to encourage all rising fifth graders to attend what will be a fun and educational event.**

**Our Parent/Teacher Organization (PTO) at Hill-Gustat Middle School has grown and continues to flourish with meetings after the School Advisory Council meeting every other month. Teachers and parents continue to collect Box Tops for Education. PTO holds contests each bi-monthly, on who collects the most Box Tops.**

**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, 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 1116(a)(2)(C) and 1116(e)(4)].

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| **count** | **Program** | **Coordination** |
| 1 | District School Advisory Council | This Parent Advisory Council represents each school in the District. The DSAC reviews Code Of Conduct, Student Progression Plans, Parent Family Engagement Plans, and other items of concern. |
| 2 | District Parent Advisory for Advanced Academics | This Parent Advisory Council is actively involved in the support and increasing the advanced academic program. |
| 3 | IDEA | Supplemental instructional support provided by Federal funds will be discussed with parents during the development of the Students' IEP. |
| 4 | Exceptional Students Education | This Parent Advisory Council is actively involved in reviewing parent educational activities and strategies. |
| 5 | Title I Part A | Will provide funds to all district Title 1 schools, in a school wide project format, to target academic assistance to all students, professional development for teachers, administrators, and parent family engagement activities. Title 1 A also funds a set aside for the neglected and delinquent students in the district. |
| 6 | Title I Part C, Migrant | Provides services to migrant students (PreK-12) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students and provide health and guidance to them. The Migrant Early Childhood Program serves 3 & 4 year old children in a full time preschool program, focusing on school readiness activities. Parent involvement and education is an integral part of the Migrant Program. |
| 7 | Migrant Parent Advisory | The Migrant Parent Advisory is actively involved in reviewing parent educational activities and strategies, as well as student instructional programs. |
| 8 | Title II | Provides for teachers and administrators professional development and supports all teachers to be state certified. |
| 9 | Title III | Supports activities to assist students to become proficient in English, supports teacher professional development in ELL strategies, parent involvement, and education. |
| 10 | ELL | The ELL Parent Advisory Council is involved in reviewing parent education activities and strategies, as well as student instructional programs and strategies. Title I, Part A, Title I, Part C and Title III staff collaborate to provide quarterly parent education activities. Topics covered include, but are not limited to, acculturation, helping your child in school, English language acquisition, FSA standards, graduation requirements and post-secondary career opportunities. |
| 11 | Title IV | Supports activities to assist students, teachers, staff, and administrators in the areas of well-rounded educational opportunities, safe and healthy schools, and effective use of technology |
| 12 | Title V | Supports students by giving opportunities to them for on-line courses through the Highlands Virtual School |
| 13 | Title IX-Homeless & Title 1, Part A-Homeless | Student Services coordinates with Title 1 Part A and Title IX to provide resources (school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education (FAPE). Title IX also funds a homeless advocate for homeless students. |
| 14 | Supplemental Academic Instruction (SAI) | Supplemental Academic Instruction (SAI) funds will be coordinated to provide summer school for Level 1 readers. |
| 15 | Adult Education | Adult Education programs are provided at South Florida State College. Numerous vocational programs, college level courses, and community interest workshops are available. |
| 16 | Nutrition Programs | LEA participates in the federal Community Eligibility Provision (CEP) program (free lunch for all students) and the free breakfast for all students program. Snacks are also provided for after school care and after school tutoring programs. Summer food programs are provided at various school sites and community locations. |

**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 (school-wide or targeted assistance), opportunities for students, School grades, Student Achievements, and the rights of parents. Provide a description of how the Annual Meeting will cover adequate yearly progress (AYP), school choice, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1116(c)(1)].

**Response:**

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|  | Activity/Task | Person Responsible | Timeline | Evidence of Effectiveness |  |
|  | Develop agenda,  handouts, and  presentation  materials that  address the  required  components. | Administration | September | Copies of agenda, PowerPoint presentation,  handouts and sign-in sheets. |  |
|  | Develop and  disseminated  invitations | Administration Secretary | August/September | Flyer with date of dissemination posted on the  school website and social media. |  |
|  | Advertise &  Publicize Event | Administration | August/September | Skyward message sent to all parents. Remind text sent to all registered  parents. Information posted to school website  and Facebook site. |  |
|  | Develop Sign-in  sheet | Administration | September | Sign-in sheets for Orientation will be kept in  Title 1 Notebook |  |

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|  | Title 1 annual  meeting with Title  1 Powerpoint | Administration | September | Sign in sheets/Minutes in Title 1 Notebook  Powerpoint Presentation will cover  opportunities for parents, school grades,  student achievement, and the rights of  parents. |  |

**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 1116(c)(2)].

**Response: The leadership and staff of Hill-Gustat Middle School strongly believe in the importance of family involvement. Meeting times are voted on by parent and community participants, and meetings are set at the time most requested by those present. The SAC meetings will be held at night, but parents may contact the administration to discuss items if they unable to attend the SAC meeting.**

**For parent/teacher conferences, teachers are also available before and after school upon request. Parent conferences are scheduled before school primarily but have been held at other times to accommodate the parents. During the January report card pick-up night, between the hours of 5:00 and 7:00 PM, parents can pick up their child's report card or they can pick up the next morning. If they don't pick them up during those two times, we will send home with students the following week if parents request that.**

**When necessary, we provide home visits by social workers as it relates to parent involvement. In addition, we do help assist with transportation to school for meetings.**

**Building Capacity**

Describe how the school will implement activities that will build the capacity for strong parental and family involvement, in order to ensure effective involvement of parents and families to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1116(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 1116(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1116 as parents may request [Section 1116(e)(14)].

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Assessments are  discussed during  individual  conferences | Classroom  Teachers | Teachers will conduct  individual conferences with parents to discuss student's academic achievement,  expectations, and goals for the year. This meeting will help parents monitor their  child's progress and work with educators to improve the achievement of their  child. | August-  May | Conference  Logs/Parent will  have a greater  awareness of the  curriculum and the  FSA, FSS and  EOCs |
| 2 | Progress  Monitoring Plan  Intervention Letter  for Parents of Struggling Students | Classroom  Teacher/Reading  Coach | Parents are provided with strategies that they can use at home to help their child become successful at school. | November | Copy of signed parent letter.  Parents will have a  greater awareness of the curriculum  and Florida State  Standards, and EOC exams. |
| 3 | Progress  Monitoring letter to  ALL parents | Principal/All Staff | Parents and students will meet with the staff in a non-threatening atmosphere  to discuss middle school grading criteria. | January | Sign-in  sheets/Number of  parents in  attendance |
| 4 | 8th Grade Awards  Reception | Principal/All Staff | Students will receive awards  by maintaining their GPA  and behavior. | May | Sign-in sheets of  parents in  attendance. |
| 5 | Report Card Night  with Students and  Parent | Principal/All Staff | Parents and students will  meet with the staff in a  non-threatening atmosphere  to discuss middle school  grading criteria. | January | Sign-in  sheets/Number of  parents in  attendance |
| 6 | MTSS/RTI  Meetings | School Guidance  Counselor/  Administration/  LCRT/ District  Psychologist | Involve parents in creating a  plan to meet academic  concerns | September-  May | Increase student  achievement  through MTSS/TRI  process. |
| 7 | Sixth Grade Mock  Schedule Night | Faculty/CLT/  Principal | To share with parents the quality of work we are expecting from our students.  We invite the upcoming 5th graders to attend. | May | Parent Sign-in Sheets |
| 8 | 6th and 7th Grade  Awards Ceremony | Guidance/  Administration | Students will receive awards  for academic achievement  as demonstrated by GPA | May | Sign-in Sheets |
| 9 | SAC Meetings | Admin. and SAC | To share with parents  upcoming and progressing  school activities that help to increase school  achievement | September,  November,  January,  March, May | Sign-in sheets of  attendees |
| 10 | PTO Meetings | Admin. and PTO | To share with parents  upcoming and progressing  school activities that help to  increase school  achievement | August -  May | Sign-in sheets of  attendees |
| 11 | The Golden  Talons | Admin Team | Boys with academic and/or behavior issues are mentored by parents and male figures (community members) and empowered  to use their voice positively, aim for academic excellence  despite struggles, research future careers, and to be positive members of society through attending Rotary meetings, Chamber of  Commerce meetings,  etc. Parents are invited to family meetings to share in the development of their  students. | August -  May | Increase student  achievement:  attendance,  academics,  behavior |

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|  | Report Card  Night | Administration | Bridging the gap  between home and  school to build better  relations between  families and the staff  at HGMS. Report  Cards will be passed  out at this event, so  parents can  schedule  conferences with  teachers | January | Sign-in sheets of all parents in  attendance |
|  | Curriculum  Nights | Instructional Coaches | Instructional  Coaches and  teachers meet with  parents to discuss  curriculum and  parental roles in  assistance with  student success. | August | Sign-in sheets |
|  | AVID Parent  Involvement | AVID Coordinator | Valuing of parental  involvement,  Communicating and  working with  parents,  Implementation and  coordination of  parental involvement  program, Building  ties between home  and school. | TBA | Parent Contact Logs |

**Staff Development**

Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, and other school leaders and other staff with the assistance of parents, in the value and utility of contributions of parents in how to reach out to, communicate with, and work with parents as equal partners, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1116(e)(3)].

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | What is AVID? | AVID Team Members | To incorporate AVID  strategies  throughout the  school with all  students, not just the  AVID students.  Strategies  implemented are  directly related to  improving literacy  and can easily be  supported at home. | August- May | AVID Notebooks/  Student  Achievement on  FSA Data/  Observations |
| 2 | Preschool  Curriculum  Leadership  Team | Administration | Review data to  make school wide  decisions and to  build  parent/teacher/stude  nt relationships. | July | Observations,  Progress Monitoring  and On-going  Professional  Development. |
| 3 | SAC/PTO  Meetings | Administration | Discuss with parent  the School  Improvement Plan,  Title 1 Plan, and the  Parent Family  Engagement Plan.  elect new officers. | September,October  November,  January,  March,  April, May | Sign-in sheet and  minutes from each  meeting. |
| 4 | Preparation for  orientation Open  House | Administration/staff | Computer Lab was  available for  Skyward | August | Parents viewing  procedures for  Skyward Grade  viewer |
| 5 | Pre-Week  Faculty Meetings | Administration/CLT  Members | Discuss parent  contact logs,  positives and  negatives, discipline,  and re-do policy.  School Improvement  and Parent Family  Engagement Plan  were discussed and  revisions made on  both documents. | August | Sign-in sheets of all  parents in  attendance |

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|  | Preparation for  Report Card  Night | Administration | Bridging the gap  between home and  school to build better  relations between  families and the staff  at HGMS. Report  Cards will be passed  out at this event, so  parents can  schedule  conferences with  teachers | January | Sign-in sheets of all parents in  attendance |
|  | Curriculum  Nights | Instructional Coaches | Instructional  Coaches and  teachers meet with  parents to discuss  curriculum and  parental roles in  assistance with  student success. | August | Sign-in sheets |
|  | AVID Parent  Involvement | AVID Coordinator | Valuing of parental  involvement,  Communicating and  working with  parents,  Implementation and  coordination of  parental involvement  program, Building  ties between home  and school. | TBA | Parent Contact Logs |

**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 1116 (e)(4)].

**Response: Hill-Gustat Middle School staff communicates with parents/guardians via phone calls, e-mails, teacher web pages, conferences, Report Card/Parent Night, Student/Parent orientation night with mock schedule, sporting events, band/chorus concerts, and student planners. HGMS has a school website that notifies parents of upcoming events and provides links to content area resources and important information for parents. A monthly newsletter is sent home with students and is available in the front office for parents, as well as being on the website. The newsletter is full of upcoming events and information about HGMS for parents and students. The newsletter is printed in English and Spanish.**

**Every nine weeks, progress reports and report cards go home with students, so parents without computers can keep up with student grades. The staff, through conversations with parents, share Skyward access, so parents can keep up with student grades and assignment due dates. All teachers receive continual training in effective parent communication, reminders about cultural sensitivity, and are encouraged to include administrators in potentially challenging conferences with parents or those in which difficult information is being communicated. In conferences, teachers are very proactive about sharing student artifacts and offering suggestions to parents about how they can support their child's learning. Our guidance counselors are available for more in-depth training for parents on strategy use in the classroom and how to apply them at home.**

**Communication**

Describe how the school will provide parents of participating children the following [Section 1116(c)(4)]:

* Timely information about the Title I programs [Section 1116(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 1116(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 1116(c)(4)(C)]; and
* If the school-wide 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 1116(c)(5)].

**Response:**

**The school will notify parents through the "Right to Know" letter that parents have the right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals. The school will also notify parents when their student has been assigned or has been taught for four or more consecutive weeks by a teacher who is out of field. This notification will be a "Four Week Letter" to the parents. The school will provide each family with an individualized student report of the child's performance on state assessments for those students taking the assessments. Copies are available for pickup through the school’s front office. A Connect-Ed phone call is sent out from the school to make them aware results are available.**

**Parents will be notified by the call out system of the upcoming Title 1 meeting and orientation times for HGMS. There will be an annual Title 1 meeting of parents in September. HGMS will share information about the Title1 programs, the curriculum, and academic assessments. Parents are able to be involved in the review of the Home/School Compact as well as the Parent Family Engagement Plan. All notes/minutes from this meeting and all meetings will be kept in the Title 1 resource notebook, which is kept in the Title 1 Assistant Principal's office. HGMS will hold its orientation. During orientation, the classroom visits, teachers will provide additional information on the subjects they teach, assessment plans and how parents can help at home. Teachers will maintain sign-in sheets and provide a copy to the assistant principal who also will maintain documentation on the dissemination of information, distribution methods and timelines.**

**The Blackboard Connect system is used to notify all parents in Spanish and English of upcoming events such as: 7th grade shots, dress code policies at HGMS, report cards going home, informing parents of important FSA testing dates, bus information, weather reports (when necessary),school start-up times and dates, holidays, early release days, and SAC/PTO meeting dates and times. Parents that attend the SAC/PTO meetings to gain valuable information about the School Improvement and Parent Family Engagement Plans. We share data with them about test scores and behavior issues. We ask for input from them on how we can better support them. Teacher, Maria Marentes, volunteers monthly to translate at these meetings? Parents are notified through phone calls in English and Spanish, notes in planners, progress reports, and report cards about concerns teachers might have with individual students by suggesting a parent conference. The school phone number is provided, and a translator is provided upon request. The ELL Para notifies the data operator if progress or report cards need to be in Spanish or English. All call-out information will be kept in the Title 1 notebook in the Assistant Principal’s Office.**

**Important information is shared with the community via our school sign in the front of the office. Important dates and events are posted for all to see when driving to the parent pick-up or faculty parking lot or in front of the school. Important information is also included in the monthly newsletter which goes home with the students and is available in the front office in English and Spanish. All this information is shared on our school website as well. Information is shared with parents and documented with sign-in sheets, meeting notes, and phone logs. All information is kept in the Title 1 notebook in the Assistant Principal’s Office.**

**Accessibility**

Describe how the school will provide full opportunities for participation in parent and family engagement 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 1116(e)(5) and 1116(f)].

**Response: Hill-Gustat Middle School provides families with an interpreter for conferences and meetings. Our Front Desk secretary, ELL para, and various bilingual teachers help communicate with parents via phone, notes, or home visits. The ELL Para helps students better understand the curriculum in their native language, Spanish. The administration, with the help of the ELL Para, will monitor the home languages and provide additional languages when that population’s percentage increases to a level that is necessary and feasible.**

**An English to Spanish translator is present at all PTO/SAC/PIP meetings and translates in real time. HGMS uses the Connect Ed system, which sends out messages in English and Spanish for our non-English speaking families. The LEA's migrant recruiter also helps our migrant families and works with the school and home.**

**HGMS takes appropriate steps to ensure parents with disabilities have equal opportunity to participate in and enjoy the benefits of all offered activities. We provide ADA accommodations, mechanical and electronic enhancements, and building accessibility as an example**

**HGMS has had the Home-School Compact/Agreement transcribed in Spanish. The District has a letter of teacher qualifications and the code of conduct transcribed in Spanish for our parent's convenience.**

**Barriers**

Describe the barriers that hindered participation by parents in parent and family engagement activities during the previous school year. Include the steps the school will take during the upcoming school year to overcome the barriers and design more effective parent and family engagement policies (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 1116(a)(2)(D(i)].

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Belief that their involvement is important | Social Media - posts and snippets of  information to promote parental  involvement. |
| 2 | Time | Offering flexible hours for parents to  conference and be involved. |

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| 3 | Pandemic | Staff made calls daily to students who were not making progress in their studies. |
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