## JEAN RIBAULT MIDDLE SCHOOL Title I, Part A Parental Involvement Plan

I, Angela Maxey , 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)].

Angela Maxey Sept. 12, 2017

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| **Signature of Principal or Designee** | Date Signed |

**Mission Statement**

Parental Involvement Mission Statement (Optional)

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| **Response:** Jean Ribault Middle School will continue to go a step beyond to increase the support provided to parents that will enable them to better assist their child(ren) with current instructional programs and strategies. |

**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 [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

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| **Response:** Ribault Middle School family and community partnerships seek to strengthen staff, parent and community relations by providing opportunities for parents to be directly involved in decision making as members of our school based planning teams. Local planning groups such as PTA and SAC are responsible for planning review and improvement of the Title I Program along with the School Improvement Plan.  Expanding training and family engagement programs that help the individual parent support their child at home will further strengthen this partnership. Parents are invited to participate in events held at school involving their children. Parentlink messages are sent weekly. Parent input is documented by minutes, agendas, notes and/or surveys.   Flyers are provided as a reminder for parents also.  Parents provide input through a survey given at the end of each events.   Our website calendar also provides the most parent based activities. The use of peachjar provides a texting format for notifications to parents also. |

**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)].

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| **count** | **Program** | **Coordination** |
| 1 | I.D.E.A. | The guidance counselor and ESE teachers will coordinate meetings with parents of students who receive ESE services to develop and review Individualized Education Plans (IEPs) to ensure that the educational needs of the students are being met and help the parents understand what steps are being taken to help the student. |

**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)].

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| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Develop Agenda/Presentation/Right to Know Info | Angela Maxey | August | Parent feedback and contribution during the meeting |
| 2 | Advertise/publicize Annual Parent Development Meeting | Latisha Harvey/Angela Maxey/Rick Kane | August | Parent Sign-In Sheet /Powerpoint |
| 3 | Maintain documentation | Yvette Pettiford | August/June 2018 | Audit Box Submission 2017-18 |

**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)].

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| **Response:** Based on surveys and open discussions, we will offer meeting/events on various evenings and some during school hours as parents have stated would be better for them. Some activities will also be scheduled during specific times of the year based on district and state requirements. For example during the months of Feb and March we provide Testing focus events. During the month of Dec. we provide events that empower parents with activities ideas to complete with their children while home for the winter break. Our parent sign in sheets, flyers, peachjar and photos are used as documentation to prove we have a high participation when we hold events during and after school.It will be set up and furnished by a school board employee. |

**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)].

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Creating and Updating the School Website | Christina Washington | Increase the level of communication to parents and students. This will continue an ongoing connection between home and school so that timelines, instructional direction, support, tutoring, and all other support services are able to assist the family with supporting the student at home. | Ongoing | Parent feedback and contribution during the meeting |
| 2 | Student Data Chats | Administration, All classroom teachers | Teachers will meet with students to set goals after the baseline assessment and each curriculum guide assessment. Parents will receive a copy of the student report after the assessments have been taken. | Once per 9 weeks and any additonal times when needed | Small group instruction, differentiated instruction |
| 3 | Parent Grade Portal - Opportunity for parent to access student progress on line and assist their child with improving academics | Seanta Jones | Counselor will provide parents with student parent access code to monitor student grades and progress. | August 2017- April 2018 | Review of log on report from FOCUS, Portal Access request |
| 4 | 6th – 8th grade Orientation | Angela Maxey,Latisha Harvey, Rick Kane, Seanta Jones, Deidra Clayton, Select classroom teachers | It provides parents the curriculum snapshot and requirements for success in their particular grade level. Parents/students also received assistance from different support systems here at the school such as Team-Up, guidance, full service schools, NVP, and achievers for life. | August 4 & 5, 2017 | Parent Survey/Students discussions |
| 5 | Elective Parent Night | Vernita Moore, Mumford | This will allow parents to come out and see what their children have worked on in class and student demonstrations explaining the process to parents. This night will incorporate Science, Technology, Engineering, Arts, and Math.It also provides parents knowledge on what their children do in addition to core classes. | Nov. /Feb. 2017 or 2018 | Parent Survey |
| 6 | Science Fair Parent planning session | Shenaka Smalls, Santana | Parents will be able to get assistance with helping their child with Science Fair projects. | December 2017-Jan 2018 | Parent Survey Exit Tickets/ student completed projects |
| 7 | 8th grade high school parent night | Deidra Clayton, Seanta Jones, Deidra Clayton | We will invite high schools that have choice programs to come and present their school as well as have handouts and brochures for out 8th grade parents and students. | Jan./Feb./March 2018 | Parent Survey/Exit Tickets/ |
| 8 | Elementary recruitment night | Guidance, Latisha Harvey | We will invite current 5th grade graders to come with their parents to learn what JRMS has to offer and take a tour of the campus as well as get to hear from current teachers and students. | April-May 2018 | Parent & Student Survey/ School based personal responses |
| 9 | Open House | Angela Maxey, Latisha Harvey | Parents will be able to come out and meet their student’s teachers and learn about expectations. | August 30 2017 | Parent Survey/Sign in/Open Discussion |
| 10 | Home For the Holidays | Reed, Fennell, Patterson | Parents will be given ideas for activities to do with their student(s) during the winter break. | December 2017 | Parent Survey/Sign in |
| 11 | Literacy (Content Areas)Theme (monthly) | Moses, Corns, Aaron, Wells, Harvey | Parents will be able to provide assistance at home | Sept 2017-June 2018 | Parent Survey/Sign In |
| 12 | Promotion and Retention | Seanta Jones, Deidra Clayton | Provide information to parents on the status of their child | Sept./Oct./Nov. 2017, & Jan. 2018, April, May 2018 | Parent Survey/ Logs/Retention percentage/Course recovery percentage |
| 13 | FSA Testing | Rose, Maxey, Kane, Harvey, Campbell | We will host an FSA/EOC Testing Night to help parents and students understand the differences between the state test. Resources will be given to the parents to help the student continue preparing from home. | January/Feb/March 2018 | Parent Survey |
| 14 | Literacy Workshops | Lakeisha Burroughs, Lisa Moses, Dionne Jackson | Monthly literacy theme programs for reading, math, science, arts, athletics. Literacy programs in core subjects will offer parents various methods including technology and the use library to help parents locate and use outside resources to help their student stay abreast in these subjects. | Sep 2017 - May 2018 | Parent Survey, Video/Pictures |
| 15 | United Way Programs | Clayton, Reed, Jones, Black | United Way with the assistance of Ribault Middle guidance dept will host several parent nights to help educate parents and students on the services offered at Ribault Middle School as it is a full service school. | Oct 2017-May 2018 | Video/Pictures, Parent Survey |
| 16 | Annual Title I meeting | Maxey, Kane, Harvey | Provide parents info on Title: what it is, what means for them and their child, and how it works | August 2017 | surveys, sign in, flyers |
| 17 | Parent Development Meeting | Maxey, Kane, Harvey | Provide parents the opportunity to give appropriate input on what they want to see and receive this year based on Title I requirements | August 2017 | sign in, surveys, attendance at events |

**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)].

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Pre-planning Teaching with Poverty in Mind Training | Angela Maxey | It set the basis for helping teachers to understand the nature of the students we deal with and how their environment shapes their learning styles so we will be better equipped to facilitate their needs and instructions. It also helped teachers understand parents and student families who are considered impoverished and how we can better work with them to help them help their children achieve academic success. | August 2018 | Shared Governance voting and agreeing to make changes in their educational practice that are in the best interest of parents and students, discipline data |
| 2 | Positive Behavior Support System training | Venetta Oglesby, Jimmy Gazaleh | A decrease in poor behavior will increase academic performance and school safety as well as build a positive school culture | August 2017-June 2018 | Review of monthy discipline for decreases in Class 2 and Class 3 Violations |
| 3 | Early Warning System plan | S Jones, D. Clayton, L. Harvey | This plan monitors at risk students who are overage or have been retained and they receive progress reports every 2 weeks to help keep the students on track for timely promotion. | August 2017-June 2018 | Increase in the number of students promoted ontime and quarterly monitoring of final grades |
| 4 | Inclusion Teacher Workshop to inform teachers about student academic accommodations and behaviorial interventions/ RTI. | Victoria Pickford | Students will be scheduled and receive small group instruction and assistance according to commonalities on the services page of their I.E.P. This will ensure students and teachers receive support in all core areas and enrichment. | August 2017-June 2018 | Increase in student academic scores according to CGA and teacher made assessments. |
| 5 | Achievers for Life | Reed, Gomez, Patterson | AFL monitors 6th - 8th grade students who have scored a level 1 in Reading and/or Math on the state assessment and a D or F in the class. They meet regularly with the student to conference with them and work with the teacher and family. The family advocate works with the family to help the child and family become more focused on student’s achievement. | August 2017-June 2018 | Increase promotion rate |
| 6 | Cross-Curricular AVID Strategies | Angela Maxey, Latisha Harvey, Rick Kane | Students learn proper note taking techniques, improve organization skills | August 2017-June2018 | Higher Test Score |
| 7 | City Year | Katz, Sickle | Provide classroom small group instruction based on data | August 2017-June 2018 | Increase learning gains |
| 8 | Lesson planning alignment to Item Specs | Lakeisha Burroughs, Latisha Harvey, Rick Kane, Angela Maxey, | providing instructional activities for students align to common core | August 2017-June 2018 | Increase academic scores of students |
| 9 | Mental Health | Black | Increase staff knowledge and awareness on mental health identification | July 2017-June 2018 | Better identification and appropriate services being provided |
| 10 | Full Service School | Sharon Banks | Providing additional services that are needed beyond the school day-housing, clothing, and medical referrals | August 2017-2018 | Increase support of basic needs and referrals |

**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)].

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| **Response:** A Literacy night will be held to showcase the student work thus far in the school year and allow students to teach their parents what they have learned in class. With the Science fair projects requiring a lot of time and effort outside of the classroom, we will provide a night for parents to come and see what their student is expected to do as well as be given examples.   We have the the 5000 Role Models of Excellence Program for 50 identifies minority male students. Adult male role models will be identified to provide support,and guidance for the programming.     Non-Violent programming will also be provided this year during the instructional day for student that meet the indicators. This will be provided in groups of 8-12 students per period at a time. They are also provide family support services.  AFL provide mentors to mentorees and sponsor families for breaks and other special events. |

**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)].

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| **Response:** Information will be sent home by parent link via the School Messenger. It will deliver the date, location and times of events to parents as well as students being given handouts to take home to parents. Mail outs will be utilized, if needed. Focus will provide parents with data points for academic progress, attendance and contact information. Parents will also be given an opportunity to meet with teachers during these events. Parent conferences will be set-up through guidance and scheduled after school. Parents can also contact teachers through email as well as phone calls to schedule meetings. Information is post on website via peachjar. It also is sent via emails to parents. If parents come by the main office they can also complete a parent request form. |

**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)].

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| **Response:** Students in our inclusion program and SLA program will be invited to orientation, open house, and all other parent nights we will offer throughout the year. Students who are in SLA program, the teachers will arrange activities for parents to come participate and observe the development that takes place throughout the year. These will be parent nights that are specific to the SLA students. A monthly calendar is provided via website and hard copy to parents.     The school will provide information to all parents but specifically for parents with disabilities by school Messenger, the large and both small marquee's as well as flyers are other methods of communication used to provide parents notices of meetings and school events.   I we have a parent that need translated materials we will provide all materials in a language that they can understand. |

**Discretionary Activities**

Discretionary 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:

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| **count** | **Activity** | **Description of Implementation Strategy** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** |
| 1 | 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)]; and | This will allow parents to come see the types of writing their students will be exposed to on the state assessment. | Harvey, Guidance, Administration | Parents will be exposed to how literacy comes into play with every subject | September 2017, November 2017, December 2017 |
| 2 | Training parents to enhance the involvement of other parents [Section 1118(e)(9)]; | Administration along with the PTA will offer meetings on Tuesday or Thursday evening that inform parents and explain instructional policies and district vision. Parents will be encouraged to share information with the community of parents in order to promote and increase participation | Angela Maxey | Increase Parental Involvement and Support | Ongoing |
| 3 | 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 [Section 1118(e)(10)]; | Parent meetings such as PTA, Band Concerts, and other Student Centered Activities will be held on Tuesdays or Thursdays evenings to provide parents with different work schedules the opportunity to participate in their children's education. | Angela Maxey | Increased Parental Involement and Support | Ongoing |
| 4 | Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and | The school will utilize its website to advertise school-wide events as well as post a calendar to provide parents an opportunity to attend different events. Teachers will utilize their district issued websites to inform parents about specific details pertaining to their classrooms as well as important links to additional resources. | Angela Maxey | Increased Parental Involvement and Support | Ongoing |
| 5 | Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)]. | Meet with faith-based and corporate organizations to partner with the school to host various workshops, mentoring and tutoring activities that will assist our students in preparing for college or career readiness. These members will also be invited to join our SAC. | Angela Maxey | Increase in student achievement | Ongong |

**Upload Evidence of Input from Parents**

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

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| [Uploaded Document](file:///C:\Users\maxeya\AppData\Local\Microsoft\Windows\INetCache\IE\ERHGV65C\fileUploads\162121_2016-2017_uploadEvidenceParentInput.pdf) |

**Upload Parent-School Compact**

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.

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| [Uploaded Document](file:///C:\Users\maxeya\AppData\Local\Microsoft\Windows\INetCache\IE\ERHGV65C\fileUploads\162121_2016-2017_uploadCompact.pdf) |

**Upload Evidence of Parent Involvement in Development of Parent-School Compact**

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.

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| [Uploaded Document](file:///C:\Users\maxeya\AppData\Local\Microsoft\Windows\INetCache\IE\ERHGV65C\fileUploads\162121_2016-2017_uploadCompactEvidence.pdf) |

## Evaluation of the previous year's Parental Involvement Plan

**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.

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Transitioning | 3 | 200 | Preparing students and parents for adjustment to different school settings |
| 2 | Student Achievement Events | 3 | 150 | Increase awareness of responsible data analysis and support for tutoring |
| 3 | Literacy events | 4 | 245 | increase knowledge of changing academic requirements |
| 4 | Promotion Requirements | 1 | 50 | Providing knowledge of academic status prior to end of year |
| 5 | FSA Testing | 2 | 250 | Increase learning on high stakes testing |
| 6 | Math Night | 2 | 100 | Provide the parents an opportunity to accuire knowledge to know what their child is doing in school and how to help them |
| 7 | Science Night | 1 | 75 | Provide the parents an opportunity to accuire knowledge to know what their child is doing in school and how to help them |
| 8 | Grade Level Parent Meetings | 3 | 100 | Provide the parents an opportunity to accuire knowledge to know what their child is doing in school and how to help them |
| 9 | Course Recovery Meeting | 2 | 25 | To generate a discussion with parents with a focus on identifyiing support services to help child. |
| 10 | Possible Retention | 1 | 26 | To generate a discussion with parents with a focus on identifyiing support services to help child |
| 11 | Elective Night | 1 | 50 | Provide the parents an opportunity to accuire knowledge to know what their child is doing in school and how to help them |
| 12 | Fine Arts Night | 3 | 100 | Provide the parents an opportunity to accuire knowledge to know what their child is doing in school and how to help them |
| 13 | Social Studies Night | 1 | 20 | Provide the parents an opportunity to accuire knowledge to know what their child is doing in school and how to help them |
| 14 | Make it Take it events | 4 | 55 | Provide the parents an opportunity to accuire knowledge to know what their child is doing in school and how to help them |

**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)].

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Teacher Professional Development- tips & guideline for effectively working & communicating w/parents | 2 | 52 | Effective communication with parents aiding in the promotion of students success and learning |
| 2 | Inclusion Teacher Workshop to inform teachers about student academic accomodations/behavioral inteve | 2 | 52 | Improve student achievement |
| 3 | Postive Behavior Support System training | 1 | 52 | Incentive -increase student participation |
| 4 | Early Warning Systems | 1 | 64 | Identify students that need additional Support |
| 5 | AFL | 3 | 54 | Increase promotion |
| 6 | Mental Health | 2 | 33 | Increase identification of mental health needs of students and families |

**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)].

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Communication (ESE, ED, L25, Proficient Students) | The school will use a variety of sources to communicate with parents in advance about upcoming events. We will use School Messenger, school website, flyers, and the marquee to adverstise as well as a school calendar for each month. |
| 2 | Incentives | Recieve prizes for incentives |

**Best Practices (Optional)**

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

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