

School Name: Hill-Gustat Middle School Parent and Family Engagement Plan (PFEP)  
2019-2020

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 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 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 school's parental involvement policy [Section 1116(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 shall submit parent comments with the such plan when the school submits the plan to the local educational agency [Section 1116(c)(5)];
- 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 1112(e)(1)(A)].

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**Signature of Principal or Designee**

**Date Signed**

**Parent and Family Engagement Statement**

Effective schools are a result of the family and the school working together to ensure that students are successful in school. At Hill-Gustat Middle School, we are committed to working together with the home to provide a secure, nurturing environment in which all students can learn and develop to their maximum potential. This agreement is between students, parents, teachers, administrators, and community

stakeholders to work together toward one common goal...the success of each student. Parents are invited and encouraged to be involved in partnership with Hill-Gustat Middle School.

## **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 1116c(3), 1114(b)(2), and 1118(a)(2)(B)].

**Response:** The Hill-Gustat Middle School Advisory Council is comprised 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 comprised 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 via Blackboard Connect 5 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. The Title 1 Annual Meeting will be concluded.

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. The SAC will vote and approve the Home/School Compact. The Parent Family Engagement Plan was shared and discussed. 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 October meeting. The SAC committee will also review and vote on how the Parent Family Engagement money will be used. This will be done in the fall.

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 month, 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, 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 1116(a)(2)(D) and 1116(e)(4)].

<b>count</b>	<b>Program</b>	<b>Coordination</b>
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	VPK	The District has three area schools that are providing VPK during the regular school year. The VPK program will also be facilitated through the district each summer at a school location in each community for families of all eligible incoming kindergarten students not previously served in the private sector or in the District's regular school year VPK program.
16	Adult Education	Adult Education programs are provided at South Florida State College. Numerous vocational programs, college level courses, and community interest workshops are available.
17	Nutrition Programs	The LEA participates in the Federal Community Eligibility Provision (CEP), and the CEP provides free lunches for all students in the District's schools. Students are also provided with a free breakfast. The 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. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1116(c)(1)].

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Develop agenda, handouts, and presentation materials that address the required components.	Administration	September	Copies of agenda, PowerPoint presentation, handouts and sign-in sheets.
2	Develop and disseminated invitations	Admin Secretary	August-September	Flyer with date of dissemination posted on the school website.
3	Advertise & Publicize Event	Administration	August - September	Blackboard Connect message sent to all parents. Remind text sent to all registered parents. Information posted to school website and Facebook site.
4	Develop Sign-in sheet	Administration	September	Sign-in sheets for Orientation will be kept in Title 1 Notebook
5	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.**

## 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 1118 as parents may request [Section 1116(e)(14)].

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	Classroom Teacher/Reading Coach	Parents are provided with strategies that they can use at home to help their child	November	Signed copy of letter from parents. Parents will have a greater awareness

	Struggling students		become successful at school.		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	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	<b>The Golden Talons</b>	<b>Admin Team</b>	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	August - May	Increase student achievement: attendance, academics, behavior

			Commerce meetings, and etc. Parents are invited to family meetings to share in the development of their students.		
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## 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, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1116(e)(3)].

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/student 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
6	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
7	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
8	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 the Pinnacle Website, 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:** 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 Title 1 programs, the curriculum, and academic assessments. 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 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 provided 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 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.

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.

The school will notify parents on the first day of school 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.

## **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.

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.

**Evidence of Input from parents- must have evidence of parent/family input in the development of the plan- Send District Office a copy of Meeting Notes**

**Parent-School Compact-Send District Office a copy of your 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)].

## **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 and families to help their children academic achievement [Section 1116 (e)(1-2)]. Include participation data on the Title I annual meeting.

<b>count</b>	<b>Content and Type of Activity</b>	<b>Number of Activities</b>	<b>Number of Participants</b>	<b>Anticipated Impact on Student Achievement</b>
1	Parent Conferences	266	405	Achievement increased, as did learning gains. School Grade "B"
2	PMP Letters	2	746	Achievement increased, as did learning gains. School Grade "B"
3	Report Card Night	1	603	Achievement increased, as did learning gains. School Grade "B"
4	Curriculum Nights	1	200	Achievement increased, as did learning gains. School Grade "B"
5	Awards	3	912	Achievement increased, as did learning gains. School Grade "B"
6	SAC/PTO	5	7	Achievement increased, as did learning gains. School Grade "B"
7	5th Grade Orientation	1	235	Achievement increased, as did learning gains. School Grade "B"

## Staff Training Summary

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff 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 1116(e)(3)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	AVID	1	49	Achievement increased, as did learning gains. School Grade "B"
2	Pre-School Meetings	5	49 at each	Achievement increased, as did learning gains. School Grade "B"
3	Preparation for Open House	1	49	Achievement increased, as did learning gains. School Grade "B"
4	SAC/PTO	1	7	Achievement increased, as did learning gains. School Grade "B"
5	Report Card Night	1	49	Achievement increased, as did learning gains. School Grade "B"
6				

## 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)].

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.