

## North Elementary School Title I, Part A Parent and Family Engagement Plan 2019-2020

I, Dr. Tuuli Robinson, 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 projects, where prohibited.

### Assurances:

- ☐ The school will be governed by the statutory definition of family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlines in section 1116 of the Every Student Succeeds Act (ESSA);
- ☐ Involve parents and family members of children served in Title I, Part A schools in decisions about how Title I, Part A funds reserved for family engagement are spent;
- ☐ Jointly develop/revise with parents and family members a written parent and family engagement policy and distribute it to parents and family members of participating children and make available the parent and family engagement plan to the local community;
- ☐ Involve parents and family, 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 parent and family engagement policy and the joint development of the schoolwide program plan;
- ☐ Use the findings of the parent and family engagement plan review to design strategies for more effective family engagement, and to revise, if necessary, the school's parent and family engagement policy;
- ☐ If the plan for Title I, Part A, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency;
- ☐ Provide to each parent and family member an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading;
- ☐ 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 has not met applicable state certification and licensure standards; 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.

*Dr. Tuuli Robinson*

*September 13, 2019*

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Signature of Principal or Designee

Date Signed

## **FAMILY ENGAGEMENT**

Briefly 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 family engagement will be used. **(ESSA Section 1116)**

NES Parental Involvement Committee meets annually at the end of the school year to plan and revise the Title I programs and parental involvement.

PI team will include parents from various grade levels to gather input about the improvement of parental involvement at NES (call in).

Title I Annual Survey data will be analyzed and used to outline the parental involvement programs at NES.

Parental input will be asked at the Title I annual meeting about parents' recommendations to improve parental involvement at NES, including how the Title I funds should be used.

Information about the parental involvement events is shared regularly via weekly memos from the principal, Weekly memos are shared via Facebook, website, and email, teachers' communication with parents via classroom newsletters and DOJO/Remind messages. Additionally, information about the upcoming parental involvement events is shared on the school marquee.

Briefly describe how the school will jointly develop/revise with parents the school Parent and Family Engagement Plan, distribute the plan to parents and families of participating children, and make the Parent and Family Engagement Plan available to the local community.

The Parental Involvement Committee met on June 3, 2019 to develop/revise the PFEP.

Selected parents from various grade levels were called during the meeting to gather input about the development/revision of the PFEP.

The final PFEP will be available on the NES web page at <http://nes.okee.k12.fl.us/> as well as in the front office in the Parent Information binder. The availability of the PFEP and the link to the plan will be shared via NES Facebook page to make it available for the community.

Briefly describe how the school will involve parents and families, in an organized, ongoing, and timely way, in the planning, review and improvement of programs under Title I Part A, including the planning, reviewing, and improvement of the school Parent and Family Engagement Plan and the joint development of the schoolwide program plan.

At Open House, parents have the opportunity to indicate their interest in participating in SAC and PTO. Parents' questions and concerns about instructional programs and students' learning are gathered at the APTT meetings and given to the principal. The information gathered from the Title I Parental Involvement Survey, parent contacts during the PFEP meeting, questions from APTT, and suggestions from the Title I Annual meeting are considered when planning, reviewing, and improving the school Parent and Family Engagement Plan.

Briefly describe how the school will use the findings of the Parent and Family Engagement Plan review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's Parent and Family Engagement Plan?

Parental Involvement team meets annually to review the PFEP plan and the parental involvement data to make decisions about the new plan. This includes a comparison of the attendance logs from the Parental Involvement events, any data gathered from the Title I annual survey, and anecdotal data gathered from parents via phone calls.

One of the findings from 2018-19 was that the parental involvement significantly increased when including student activities during the monthly parents' informational sessions. For example, the number of adults attending the Title I annual meeting increased from 5 in 2017-18 to 66 in 2018-19. NES will continue to include student activities in conjunction with Parental Involvement programs to increase family engagement.

Briefly describe how the school will 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?

Students' performance data is shared with parents at the scheduled APTT meetings throughout the year (initial meeting to share baseline data in a group setting, mid-year meeting to share students' data with individual families, and end-of-year meeting to review end-of-year data and share reports in a group setting). These data vary from grade to grade (letters, sounds, and sight words, reading fluency, math fact fluency, etc.). Parents have an opportunity to review their child's individual progress as well as the comparison to the peer group performance.

Student progress reports are sent home mid quarterly, and report cards are sent home quarterly. Comments are included about students' performance.

At APTT individual meetings, students' progress and placement on iReady assessments in Reading and Math is shared with parents (parent handout).

At the conclusion of the 3rd diagnostics assessment in iReady, student reports in Reading and Math and provided to all parents.

The state assessment data is made available to parents in summer when the data becomes available: a copy of the State Assessment Report is made available for parents to pick up from the front office and/or sent home with students in fall (depending on availability), and a copy is also placed in each students' come folder to be accessed at parents' convenience.

Briefly describe how the school will 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 certified or licensed?

The school principal will send out an Out-of-Field notification to the parents of all children taught by a teacher who is not certified or licensed at the beginning of the school year (copies are available in the Parental Involvement binder in the principal's office).  
 Additionally, the school will notify all parents about teachers who are out of field (or substituting) twice a year via principal's memos.  
 This information is also available on the school website at <http://nes.okee.k12.fl.us/>.

Briefly describe how the school will provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals?

Parents are informed in the beginning of the year newsletter about their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.

Also, the Out-of-Field letters that are sent home with children taught by a teacher who is not certified or licensed, outlines that parents are welcome to contact the school principal with any questions about their child's teacher's qualifications.

## **COORDINATION AND INTEGRATION**

Describe how the school will coordinate and integrate family engagement 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. **(ESSA Section 1116)**

| Program        | Coordination   |
|----------------|--|
| Title I Part A | NES holds Academic Parent Teacher Team meetings three times per year to review students' progress in class and teach parents how to help their children at home. |

## **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, Adequate Yearly Progress, and school choice.

| Activity/Tasks   | Person Responsible | Timeline       | Evidence of Effectiveness  |
|--|--------------------|----------------|--|
| Title I Annual Meeting - review What is Title I, parents' rights at a Title I school, standards and testing, School-Parent Compact, family engagement. | Principal          | September 2019 | The findings from 2018-19 indicate that the parental involvement significantly increased when including student activities during the monthly parents' informational sessions. |

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|--|--|--|---|
|  |  |  | For example, the number of adults attending the Title I annual meeting increased from 5 in 2017-18 to 66 in 2018-19. Also, students' performance on 3rd grade ELA assessment (the only state data available at this time) increased from 69% to 77 % proficiency. |
|--|--|--|---|

## **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 family engagement. **(ESSA Section 1116)**

Multiple dates and times will be offered to parents when scheduling individual APTT meetings, IEP meetings, MTSS meetings etc. For example, parents will be offered the opportunity to sign up for the most convenient conference time. Parents will be offered conferences before, during, and after the school day.

## **BUILDING CAPACITY**

- ☐ Describe how the school will implement activities that will build the capacity for meaningful parent and family engagement.
- ☐ Describe how the school will implement activities that will build relationships with the community to improve student academic achievement.
- ☐ Describe the actions the school will take to provide materials and training to help parents work with their child(ren).
- ☐ Include information on how the school will provide other reasonable support for parent and family engagement activities as parents and families may request. **[ESSA Section 1116]**

| Content and Type of Activity | Person Responsible            | Anticipated Impact on Student Achievement   | Timeline             | Evidence of Effectiveness  | SIP Goal Alignment                        |
|------------------------------|-------------------------------|---|----------------------|----------------------------|---|
| Open House Meetings          | Principal, Teachers and Staff | Increased parental involvement through establishing common language and expectations. | Pre-School (August)  | Students' performance data | Increased proficiency and learning gains. |
| APTT Meetings                | Principal, Teachers, and      | Improved students'  | Scheduled throughout | Students' performance data | Increased proficiency and                 |

|   |   |  |                              |                            |   |
|---|---|--|------------------------------|----------------------------|---|
|   | Staff   | performance  | the year (3 per grade level) |                            | learning gains.                           |
| Monthly Parent Workshops or Meeting   | Principal, grade level teachers                         | Increased parental involvement through establishing common language and expectations; Improved students' performance | Monthly                      | Students' performance data | Increased proficiency and learning gains. |
| Partnership with Elks Club, Rotary Club, American Legion, Raulerson Hospital, and various other community members | Principal, AP, club/teacher leaders, Guidance Counselor | Social-emotional support, building the love of learning  | Ongoing                      | Students' performance data | Increased proficiency and learning gains. |

## **STAFF DEVELOPMENT**

Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, and other staff in how to reach out to, communicate with, and work with parents and families as equal partners, in the value and utility of contributions of parents and families, how to reach out to, communicate with, and work with parents/families as equal partners and how to implement and coordinate parent/family programs, and in building ties between parents/families and the school. **(ESSA Section 1116)**

| <b>Content and Type of Activity</b> | <b>Person Responsible</b>                  | <b>Anticipated Impact on Student Achievement</b>                 | <b>Timeline</b> | <b>Evidence of Effectiveness</b>          |
|-------------------------------------|--|--|-----------------|---|
| PLCs                                | Principal, AP, Reading Coach, Team leaders | Students' scores on district and state assessments will increase | Ongoing         | Increased proficiency and learning gains. |
| New Teacher Mentor Program          | Principal, AP, Mentor Teachers             | Students' scores on district and state assessments will increase | Ongoing         | Increased proficiency and learning gains. |

## **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. **(ESSA Section 1116)**

Parents Information Binder in the front office - includes newsletters, memos, etc.

Parents' Information Boards - includes school information and data

NES Website - includes important information about the school, including public school accountability data

NES Facebook Page - includes important information about the school as well as updates about students' activities on a weekly basis

Class DOJO - includes important information about the school (varies from class to class)

## **COMMUNICATION**

Describe how the school will provide parents of participating children the following:

- Timely information about the Title I programs;
- 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;
- 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; and
- If the schoolwide program plan under 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. **(ESSA Section 1116)**

Student handbook with important information about the school is included in Students' agenda. An outline of the quarterly syllabus for each grade level is shared with parents at the beginning of the school year. Weekly memos that include the important information about the school are e-mail to parents, and they are also available on the Facebook page, NES website, and they are kept in the parent info binder in the front office.

The ELL paraprofessional will be responsible for translating school newsletters, and the school secretary will assist with disseminating the information in the memos for Spanish speaking families that visit the front office.

School information will be provided to parents by newsletters, Class DOJO or Remind App, APTT stickers & magnets, APTT flyers and posters, website, Facebook, school marquee, and by the Skylert automated calling system. Newsletters, Facebook, and/or automated calling will be used to provide timely information to parents. The principal will collaborate with team leaders to seek additional input in regards to any upcoming grade level events that will also be included in the weekly memo for parents. At Open House, NES teachers collected e-mail addresses for parents and guardians of 2019-2020 students which were entered in our SIS (Skyward) to reach out to more families.

## **ACCESSIBILITY**

Describe how the school will provide full opportunities for participation in family engagement 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.

Cognisant effort will be made to ensure that important documents are sent home in English as well as in Spanish. The ELL paraprofessional will assist with translating the newsletters as appropriate..  
Cognisant effort will be made to ensure that there is a Spanish speaking representative at each parental involvement event.

## **EVIDENCE OF PARENT AND FAMILY INPUT IN THE DEVELOPMENT OF THE PLAN**

Upload Parent-School Compact to your school FE Folder.

Upload Evidence of Parent Involvement in Development of Parent-School Compact to your school FE Folder.

- ★ **Note:** As a component of the school-level family engagement 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.

## **Evaluation of the previous year's Parent and Family Engagement 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. Include participation data on the Title I annual meeting.

| <b>Content and Type of Activity</b>                       | <b>Number of Activities</b> | <b>Number of Participants</b> | <b>Impact on Student Achievement</b>  | <b>Data Source Used</b>                               |
|---|-----------------------------|-------------------------------|---|---|
| Parental Involvement Committee Meeting, August 28th, 2018 | 1                           | Not available                 | Higher achievement in ELA and Math due to increased parental support.   | FSA ELA Assessment Data; Surveys; i-Ready Diagnostics |
| Kindergarten APTT Meeting, Sept. 4th, 2018                | 1                           | 48                            | Higher achievement in ELA and Math due to increased parental support.   | Teacher progress monitoring; i-Ready Diagnostics      |
| Parental Involvement Committee Meeting, Sept. 4th, 2018   | 1                           | Not available                 | Higher achievement in ELA and Math due to increased parental support through activities that are planned at NES for families. | FSA ELA Assessment Data; Surveys; i-Ready Diagnostics |

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|--|--|----|--|--|
| SAC Meeting  | 1  | 7  | Higher achievement in ELA and Math   | Action plan for the 208-20 at NES  |
| 2nd Grade APTT Meeting, September 18th, 2018             | 1  | 59 | Higher achievement in ELA and Math due to increased parental support.  | Teacher progress monitoring; i-Ready Diagnostics                                 |
| PTO Meeting, Sept. 18th, 2018                            | 1  | 11 | Higher achievement in ELA and Math due to increased parental support.  | FSA ELA Assessment Data; Surveys; i-Ready Diagnostics                            |
| 3rd Grade, APTT, Sept. 25th, 2018                        | 1  | 60 | Higher achievement in ELA and Math due to increased parental support.  | FSA ELA/Math Assessment Data; i-Ready Diagnostics                                |
| NES Title I Annual Meeting, Sept. 27th, 2018             | 6  | 66 | Higher achievement in ELA and Math due to increased parental support; awareness of the programs that are available for students to use at school as well as at home. | FSA ELA Assessment Data; Surveys; i-Ready Diagnostics                            |
| Gifted Open House  | 1  | 26 | Higher achievement in ELA and Math due to increased parental support.  | Increased achievement due to parental support                                    |
| 4th Grade APTT Meeting, October 1st, 2018                | 1  | 65 | Higher achievement in ELA and Math due to increased parental support.  | FSA ELA/Math Assessment Data; i-Ready Diagnostics                                |
| 5th Grade APTT Meeting, October 9th, 2018                | 1  | 45 | Higher achievement in ELA and Math due to increased parental support.  | FSA ELA/Math/Science Assessment Data; i-Ready Diagnostics                        |
| NES PTO Meeting, October 16th, 2018                      | 1  | 12 | Higher achievement in ELA and Math due to increased parental support.  | FSA ELA Assessment Data; Surveys; i-Ready Diagnostics                            |
| NES Parents' Informational Session, October 24th, 2018   | First-grade students perform             | 44 | Higher achievement in ELA and Math due to increased parental support.  | FSA ELA Assessment Data; Surveys; i-Ready Diagnostics                            |
| NES Parents' Informational Session 2, October 25th, 2018 | 5 on agenda First-grade students perform | 43 | Higher achievement in ELA and Math due to increased parental support.  | FSA ELA Assessment Data; Surveys; i-Ready Diagnostics                            |
| Kindergarten APTT October 30th, 2018 or November 6, 2018 | 1  | 28 | Higher achievement in ELA and Math due to increased parental support.  | Teacher progress monitoring; i-Ready Diagnostics                                 |
| SAC Meeting, November 8, 2018                            | 1  | 8  | Increased student achievement due to the focus on students' achievement data and next steps in the classroom   | Shared students running records date (standards mastery and iReady growth data). |

|  |   |                |   |   |
|--|---|----------------|---|---|
| PTO Meeting, Nov. 27th, 2018                   | 1 | 8              | Higher achievement in ELA and Math due to increased parental support. | FSA ELA Assessment Data   |
| Family Reading Night November 29th, 2018       | 1 | 64             | Higher achievement in ELA and Math due to increased parental support. | FSA ELA Assessment Data; Surveys; i-Ready Diagnostics; AR         |
| 1st grade individual APTT Nov/Dec 2018         | 1 | 84             | Higher achievement in ELA and Math due to increased parental support. | Teacher progress monitoring; i-Ready Diagnostics                  |
| 2nd grade individual APTT Nov/Dec 2018         | 1 | 69             | Higher achievement in ELA and Math due to increased parental support. | Teacher progress monitoring; i-Ready Diagnostics                  |
| 3rd grade individual APTT Nov/Dec 2018         | 1 | 61             | Higher achievement in ELA and Math due to increased parental support. | Teacher progress monitoring; i-Ready Diagnostics                  |
| 4th grade individual APTT Nov/Dec 2018         | 1 | 58             | Higher achievement in ELA and Math due to increased parental support. | Teacher progress monitoring; i-Ready Diagnostics                  |
| SAC Meeting, January 10th, 2019                | 1 | 9              | Higher achievement in ELA and Math due to increased parental support. | FSA ELA Assessment Data   |
| 5th grade/ESE individual APTT January 2019     | 1 | 58 +2 (Cotton) | Higher achievement in ELA and Math due to increased parental support. | Teacher progress monitoring; i-Ready Diagnostics                  |
| KG APTT Individual; January/February           | 1 | 64             | Higher achievement in ELA and Math due to increased parental support. | Teacher progress monitoring; i-Ready Diagnostics; running records |
| 1st Grade APTT Meeting, January 22nd, 2019     | 1 | 42             | Higher achievement in ELA and Math due to increased parental support. | Teacher progress monitoring; i-Ready Diagnostics                  |
| 2nd Grade APTT Meeting, January 30th, 2019     | 1 | 50             | Higher achievement in ELA and Math due to increased parental support. | Teacher progress monitoring; i-Ready Diagnostics                  |
| Parental Involvement Night, January 31st, 2019 | 1 | 29             | Higher achievement in ELA and Math due to increased parental support. | FSA ELA Assessment Data   |
| 3rd Grade APTT Feb. 5th, 2019                  | 1 | 58             | Higher achievement in ELA and Math due to increased parental support. | FSA ELA/Math Assessment Data; i-Ready Diagnostics                 |
| PTO Meeting, Feb. 8th, 2019                    | 1 | 11             | Higher achievement in ELA and Math due to increased parental support. | FSA ELA Assessment Data   |
| 4th Grade APTT, Feb. 12th, 2019                | 1 | 50             | Higher achievement in ELA and Math due to increased parental support. | FSA ELA/Math Assessment Data;                                     |

|   |   |               |   |   |
|---|---|---------------|---|---|
|   |   |               |   | i-Ready Diagnostics                                       |
| 5th/Cotton APTT, Feb. 19t, 2019                     | 1 | 32+1 (Cotton) | Higher achievement in ELA and Math due to increased parental support. | FSA ELA/Math/Science Assessment Data; i-Ready Diagnostics |
| Family Night Book Fair Feb. 28th, 2019              | 1 | 42            | Higher achievement in ELA and Math due to increased parental support. | AR  |
| SAC Meeting, March 18th, 2019                       | 1 | 4             | Higher achievement in ELA and Math due to increased parental support. | Teacher progress monitoring; i-Ready Diagnostics          |
| Family Science Night, March 28th, 2019              | 1 | 24            | Higher achievement in ELA and Math due to increased parental support. | FSA ELA Assessment Data                                   |
| PTO Meeting, April 1st, 2019                        | 1 | 5             | Higher achievement in ELA and Math due to increased parental support. | Teacher progress monitoring; i-Ready Diagnostics          |
| NES Parents Informational Session, April 25th, 2019 | 5 | 46            | Higher achievement in ELA and Math due to increased parental support. | Teacher progress monitoring; i-Ready Diagnostics; AR      |
| SAC Meeting, May 9th, 2019                          | 1 | 7             | Higher achievement in ELA and Math due to increased parental support. | Teacher progress monitoring; i-Ready Diagnostics          |
| KG APTT 4, May 29                                   | 1 | 46            | Higher achievement in ELA and Math due to increased parental support. | End of year records, iReady, running records              |
| 1st Grade APTT, May 10th, 2019                      | 1 | 80            | Higher achievement in ELA and Math due to increased parental support. | Teacher progress monitoring; i-Ready Diagnostics          |
| 3rd Grade APTT, May 14th, 2019                      | 1 | 41            | Higher achievement in ELA and Math due to increased parental support. | FSA ELA/Math Assessment Data; i-Ready Diagnostics         |
| 2nd Grade APTT, May 21st, 2019                      | 1 | 66            | Higher achievement in ELA and Math due to increased parental support. | Teacher progress monitoring; i-Ready Diagnostics          |
| 4th APTT 4, May 24, 2019                            | 1 | 32            | Higher achievement in ELA and Math due to increased parental support. | Teacher progress monitoring; i-Ready Diagnostics          |
| 5th Grade APTT, May 28th, 2019                      | 1 | 48            | Higher achievement in ELA and Math due to increased parental support. | FSA ELA/Math/Science Assessment Data; i-Ready Diagnostics |
| ESE APTT 4, May 28, 2019                            | 1 | 5             | Higher achievement in ELA and Math due to increased parental support. | Teacher progress monitoring; i-Ready Diagnostics          |

## 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.

| Content and Type of Activity  | Number of Activities | Number of Participants | Impact on Student Achievement   | Data Source Used        |
|---|----------------------|------------------------|---|-------------------------|
| PD: PLC Grades and Parent Meeting Expectations<br><br>October 8th, 2018 | 1                    | 45 (all teachers)      | 2018-2019 student achievement data shows that 77% of 3rd grade students were proficient on the FSA ELA examination. 70% of students were proficient on the FSA Mathematics examination. | FSA ELA Assessment Data |

## Barriers

Describe the barriers that hindered participation by parents during the previous school year in family engagement 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).

| Barrier (Including the Specific Subgroup)   | Steps the School will Take to Overcome  |
|---|---|
| Some barriers that hindered parent participation last year included lack of transportation, limited English proficiency, limited literacy in some instances. Additional barriers include those that stem from the socio-economic status of the families, as well as custodial issues. | To overcome these barriers, North Elementary School will continue to hold meetings, at a variety of times and dates to meet the needs of parents who rely on others for transportation. North Elementary will also make an effort to provide translators for parents who have limited English proficiency. Lastly, parents needing literacy support will be provided with oral explanations when written information is handed out. Teachers will train parents on how to work with their children on specific skills at home through APTT. All attempts are made to accommodate families with special needs and/or custodial issues. |