

BOOKER MIDDLE SCHOOL Title I, Part A Parental Involvement Plan

I, LaShawn Frost, 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)].

Mission Statement

Response: Booker Middle School will create partnerships amongst school and family by empowering parents to help their student(s) reach high levels of social and academic achievement. Booker Middle School will actively engage and welcome parental participation and advocacy in all aspects of the educational process.

Involvement of Parents

Response: To foster parent involvement in an organized, ongoing and timely manner Booker Middle School will assess present practices of parent involvement through pre and post surveys to establish baseline data. Booker Middle will hold its annual meeting in which all parents will be informed of the school's participation in the Title I program, the requirements and their right to be involved. We will produce and distribute a Parent Involvement brochure to be given to Booker Middle School parents (in both English and Spanish).

The school-wide Parent Involvement Committee will continue to meet monthly to provide information about the program, share strategies for success and offer time for parents to ask questions and give feedback. Additionally, parent teams will be formed within each Booker Middle Learning Community to increase communication among parents, students and teachers within the same team. Booker Middle will ensure that parents understand all policies, rules, notices, parent compacts, notices, etc. by having them printed in both English and Spanish as well as conducting meetings in a language that the parents can understand.

Booker Middle will also have a mid-year Parent Extravaganza that will allow the Parent Involvement Committee to obtain parent feedback from surveys and parent input regarding school-wide data.

Finally, the school will provide a regular schedule of useful notices, memos, phone calls, newsletters, emails and other communications. Training sessions will be provided for parents.

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)].

| count | Program | Coordination |
|-------|--|--|
| 1 | Tornado Achievement After-School Program | Booker Middle will give parents the tools to identify the needs of their student. They will also learn ways in which they can assist their student with homework and reading strategies. |
| 2 | Parent/Student Workshops | Girls Scouts of America in collaboration with Booker Middle will provide workshops for students and families regarding self-esteem and healthy eating. Parents will learn ways in which they can build their student's self-esteem. They will also learn ways to cook healthy and stay fit. Alpha Phi Alpha Fraternity will work collaboratively with students and parents to facilitate reading workshops. Parents will learn ways to better support their boys with reading. |
| 3 | Mentoring Program | Take Stock In Children will work with Booker Middle's families by having workshops on scholarships available for students. Parents will also learn the importance of supporting their student throughout their educational career. |
| 4 | Challenge To Change | Jewish Family Counseling Services in collaboration with Booker Middle will provide counseling services for families and students. Parents will learn how to support their student through tough times. They will also receive strategies for success in working with their student. |
| 5 | CINS/FINS | YMCA and Booker Middle will work in collaboration to counsel and assist parents with ways in which they can best support their student with attendance issues. |
| 6 | Newtown Library After School Programs | Staff will work in collaboration with Booker Middle School to maintain reading programs and activities for parents and students. There will be weekend and evening activities designed for parents to support student achievement. |
| 7 | Parent University | Booker Middle will provide families with information, allowing for increased knowledge of the operation of the learning environment. These workshops will be based on a Parent Needs Survey. |
| 8 | Y-Mentoring | Kathy Chamberlain and Booker Middle will work with students and their families through a mentoring program. Parents will attend workshops teaching them the importance of their child being a productive citizen in the Booker Middle School learning community. Parents will also learn ways to stay involved in their student's education. |

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| 9 | College for Every Student Program | Booker Middle School will prepare students with a College and Career Readiness Program. Parents and students will be engaged in facilitative workshops that will prepare all students with a College and Career readiness mindset via workshops, field trips, STEM activities and guest speakers. |
| 10 | VPA Volunteer Program | Parents will be provided opportunities to participate in the VPA Programs and services. Parents will participate in Magnet Parent Informational night and additional workshops. |

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)].

| count | Activity/Tasks | Person Responsible | Timeline | Evidence of Effectiveness |
|-------|---|-------------------------------|-----------|---|
| 1 | Meet with the Parent Involvement Committee to determine the topics of discussion | Assistant Principal/Principal | July | Copies of Meeting Agenda |
| 2 | Develop an agenda, handouts and presentation materials that address the Title I components. | Principal | August | Copies of the agenda, PowerPoint presentation and handouts. |
| 3 | Develop flyers and invitations to annual meeting. | Administrative Assistant | August | Copies of flyers and newsletter |
| 4 | Develop a sign in sheet for the annual meeting | Administrative Assistance | August | Copies of sign-in sheet |
| 5 | Annual Meeting | BMS Support Staff | September | Agenda |

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)].

Response: Booker Middle will offer monthly meetings during the morning (7:30 AM-8:30 AM) and evening (6:00 PM-7:00 PM) hours to accommodate a diverse group of parent's schedules. This will allow the school to have an increased numbers of parents involved in the instructional programs and activities at Booker Middle School. The Parent Center will be open every day from 6:30 a.m. to 5:00 p.m. Monday through Friday. Additionally, Booker Middle will offer various opportunities for parents to volunteer throughout the day. The Parent Involvement Committee will develop a yearlong calendar with varying opportunities for parents to get involved.

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)].

| count | Content and Type of Activity | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness |
|-------|------------------------------|--------------------|---|----------|---------------------------|
| | | | | | Distribution of |

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| 1 | Presentation of materials that address Title I component. Distribution supplemental materials to assist parents in their student's achievement. | Principal | The more parents can support their students with homework and or assignments | August | Title I booklets, agenda and copies of supplemental materials. |
| 2 | Brief Title I information session. Parents meet with teachers to discuss student and parent expectations for the school year. | Principal | Parents who understand their role and responsibility can support the school. | August | Distribution of Title I booklets, agenda, teacher syllabus and presentations. |
| 3 | Informational meeting on importance of Parent Involvement. | Assistant Principal | Research shows that more Fathers are involvement in their student's education the more likely the student will succeed. | September, May, June | Distribution of Title I booklets, agenda, resource documentation and sign in. |
| 4 | ESOL students/Informational meeting on Title I status and access to community service agencies. | ESOL Liaison/Assistant Principal | Parents who understand their role and responsibility can support the school. | October | Distribution of Title I booklets in Spanish, agenda. Materials from community agencies and sign in. |
| 5 | Informational event to support Literacy in the | Assistant Principal/Curriculum Coordinator | Parents that have the ability to access literacy materials to provide a print rich environment. Can positively impact Literacy in the home. | January | Distribution of Title I booklets in Spanish, agenda. Materials from community agencies and sign in. |
| 6 | Information session for Achievement Test Readiness. | Leadership Team | Parents that have the ability to understand strategies can positively impact student achievement. | January | Distribution of Title I booklets, agenda, and resource materials. |
| 7 | Status update towards meeting goals and objectives. | Principal | Parents that have the ability to understand strategies can positively impact student achievement. | March | Distribution of Title I booklets, agenda, and resource materials. |
| 8 | Interactive session on ways to increase student achievement. | Principal | Parents that have the ability to understand strategies can positively impact student achievement. | April | Distribution of Title I booklets, agenda and the parent involvement policy. |
| | | | Parents that are well informed | | Distribution of Title I booklets, agenda, |

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| 9 | Progress monitoring update and data chats. | Principal/Assistant Principal | of student achievement will find ways to better assist their student academically. | April | teacher presentation and example of student data. |
| 10 | Spring Fling | Leadership Team | Parents that have the ability to understand strategies can positively impact student achievement. | March | Distribution of Title I booklets, agenda, and resource materials. |
| 11 | Quarterly Report Card Nights | All Staff | Parents that are well informed of student achievement will find ways to better assist their student academically. | May | Distribution of Title I booklets, agenda, teacher presentation and example of student data. |
| 12 | Golf Tournament for all Stakeholders | All Stakeholders | Funds raised will be used to support student achievement materials and family activities | September | Distribution of Title I booklets, agenda, sign-in sheets and resource materials. |
| 13 | College for Every Student Activities | All Stakeholder | Parents will understand how to support their student with a College and Career Readiness Program. | Ongoing | Distribution of Title I booklets, agendas, and resource materials and activity materials. |
| 14 | VPA Presentations | VPA Teachers | Parents that have the ability to understand strategies can positively impact student achievement. | Ongoing | Distribution of Title I booklets, agenda, sign-in sheets and resource materials. |
| 15 | College and Career Workshops | Support Staff | Parents that have the ability to understand strategies can positively impact student achievement. | Ongoing | Distribution of Title I booklets, agenda, sign-in sheets and resource materials. |
| 16 | Florida State Standards Workshops | Support Staff | Parents that have the ability to understand strategies can positively impact student achievement. | Ongoing | Distribution of Title I booklets, agenda, sign-in sheets and resource materials. |
| | | | | | Distribution of Title I |

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| 17 | BMS Gala | All Stakeholders | Funds raised will be used to support student achievement materials and family activities | January | booklets, program, sign-in sheets and resource materials. |
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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, 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)].

| count | Content and Type of Activity | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness |
|-------|--|---------------------|--|-----------|-------------------------------------|
| 1 | Parents as Equal Partners | Assistant Principal | Teachers who have a better understanding of how to empower parents, will have a greater impact on student achievement. | September | PowerPoint |
| 2 | Training in Recognizing the value and utility of parent contributions | Assistant Principal | Teachers who have a better understanding of how to empower parents, will have a greater impact on student achievement. | August | PowerPoint |
| 3 | Training on how to implement and coordinate parent programs | Assistant Principal | Teachers who have a better understanding of how to empower parents, will have a greater impact on student achievement. | February | PowerPoint |
| 4 | Training on building ties between parents and schools | Assistant Principal | Teachers who have a better understanding of how to empower parents, will have a greater impact on student achievement. | January | PowerPoint |
| 5 | Training on Making Family and Community Connections | Assistant Principal | Teachers who have a better understanding of how to empower parents, will have a greater impact on student achievement. | October | PowerPoint |
| 6 | Training on Home School Communication | Administration | Teachers who have a better understanding of how to empower parents, will have a greater impact on student achievement. | August | PowerPoint, AS400 data, Newsletters |
| 7 | Training on Family-School Partnerships for Reading success | Administration | Teachers who have a better understanding of how to empower parents, will have a greater impact on student achievement. | December | PowerPoint |
| 8 | Helping Every Student Succeed: Teachers and Parents working together to develop strategies to help students succeed. | Administration | Teachers who have a better understanding of how to empower parents, will have a greater impact on student achievement. | November | PowerPoint |
| | | | Teachers who have a better | | |

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| 9 | Training on Creating the School Climate and structures to support parent involvement | Administration | understanding of how to empower parents, will have a greater impact on student achievement. | March | PowerPoint |
| 10 | Training on Florida State Standards | Administration | Stakeholders who have a better understanding of how to empower parents, will have a greater impact on student achievement. | October/November | PowerPoint |
| 11 | Strategies for involving parents | Administration | Teachers who have a better understanding of how to empower parents, will have a greater impact on student achievement. | May | PowerPoint |
| 12 | College for Everyone: Parents and Teachers working to ensure that all students have a Career and College Plan. | Administration | Teachers and Parents who have a greater understanding of how to prepare all students for college, will have a greater impact on student achievement. | October | PowerPoint |
| 13 | Summer Transition Program Preparation | Administration/Support Team | Stakeholders who have a better understanding of how to empower parents, will have a greater impact on student achievement. | June | Powerpoint |

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)].

Response: Booker Middle will conduct activities that will encourage and support parent in more fully participating in the education of their children. These activities include the following: I-Ready Training, Parent University, Parent Workshops/Building self-esteem, Expansion of Parent Information Center, Expansion of Data Room and data chats, Parent Tours of School and Resources. These activities will take place throughout the year. In order to demonstrate the effectiveness of the above named activities, Booker Middle School will develop agendas, collect sign-in sheets of the parents in attendance and complete parent surveys throughout the year.

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)].

Response: Booker Middle will provide timely information about the Title I programs through effective communication with parents via Newsletters, School Websites, Emails, Phone Calls, Home Visits, Progress Reports and Student Planners. Booker Middle School will provide active leadership in increasing the level and quality of family involvement

in their student's education through a diversity of course offerings, Dragon Fly Café, Real Men Read Cave, Princess Reading Palace, progress monitoring, RTI, PBS, Weekly Team meetings, letters mailed home at the end of 9 weeks for failing grades, Family Involvement Committee, Administration has an open door policy, Administrators are accessible during bus duty and parent pick-up and the 21st Century after-school program. Booker Middle School will monitor the information being provided to parents by connect-ed phone logs, sign-in sheets and surveys.

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)].

Response: Booker Middle School respects each family's experience and culture are respected and valued by teachers and other instructional staff. Therefore, we will provide full opportunities for participation in parental involvement by offering various activities and events. These events include but are not limited to: Poverty training Workshops, I-Ready Workshop, Florida Standards Assessment, ELL teachers conferences, Multicultural workshops, Literacy Night, Fall Festival and more. Interpreters/Translators will be available to assist our Spanish speaking families. We will also provide parents with multiple communication tools such as e-mails, websites, surveys, letters, newspapers and connect-ed messages. These communication tools will also be translated in Spanish. All parents will be invited to serve on school committees and will be offered a support person and/or translator as needed. Booker Middle is also handicap accessible facility.

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:

| count | Activity | Description of Implementation Strategy | Person Responsible | Anticipated Impact on Student Achievement | Timeline |
|-------|--|--|--|---|-----------------|
| 1 | Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];and | Open House/Report Card Nights | Assistant Principal/Administrative Secretary | Parents that are well informed of student education will find ways to better assist their students and parents. | Ongoing |
| 2 | 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 | Show parents how to share books with their student. Help build confidence for parents to be able to work with their student. Literacy Night. | Assistant Principal | Parents that are well informed of student education will find ways to better assist their student. | October/January |
| | | | | Opportunities to help formulate for parents who | |

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|---|--|---|--|---|---------|
| 3 | Training parents to enhance the involvement of other parents [Section 1118(e)(9)]; | Open House/Parent Meeting | Assistant Principal | can share and participate appropriately in decisions involving students' education. | Ongoing |
| 4 | 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 Involvement Meeting and Parent Workshops | Assistant Principal | Opportunities to help formulate for parents who can share and participate appropriately in decisions involving students' education. | Ongoing |
| 5 | Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and | Teach parents about the programs and services that will benefit their student. Help build confidence for parents to be able to work with their student. Fall Fest: Parent Volunteer Sign-Up | Assistant Principal/Administrative Assistant | Parents that are well informed of student education will find ways to better assist their student. | October |
| 6 | Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)]. | Mentoring Program | Assistant Principal | Stakeholders that are well informed of student education will find ways to better assist students. | Ongoing |

Upload Evidence of Input from Parents

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

[Uploaded Document](#)

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.

[Uploaded Document](#)

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.

[Uploaded Document](#)

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.

| count | Content and Type of Activity | Number of Activities | Number of Participants | Anticipated Impact on Student Achievement |
|--------------|-------------------------------------|-----------------------------|-------------------------------|---|
| 1 | Parents University Workshops | 10 | 600 | Parents obtained a greater understanding of how to support their children. |
| 2 | Quarterly Report Card Nights | 2 | 400 | Parents obtained a greater understanding of what the expectations will be on the upcoming Florida Standard Assessment. |
| 3 | Title I Annual Meeting | 2 | 750 | The Title I Annual meetings provided stakeholders with the guidelines for equity in the learning environment. |
| 4 | Spring Fling | 1 | 200 | Parents were engaged in meetings that challenged them to impact student achievement across the learning environment. They were encouraged to bring purposeful workshops ideas that would impact students and parents. |
| 5 | ESOL PLC | 1 | 30 | Parents were engaged in meetings that challenged them to impact student achievement across the learning environment. |
| 6 | Progress Monitoring Workshop | 3 | 200 | Parents were engaged in meetings that challenged them to impact student achievement across the learning environment. |
| 7 | Golf Tournament | 1 | 150 | Funds raised will be used to support student achievement materials and family activities |
| 8 | College for Every Student | 3 | 120 | Parents were engaged in meetings that challenged them to impact student achievement across the learning environment. |

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)].

| count | Content and Type of Activity | Number of Activities | Number of Participants | Anticipated Impact on Student Achievement |
|--------------|--|-----------------------------|-------------------------------|--|
| 1 | Parents as Equal Partners Workshop | 1 | 30 | Parents were engaged in a workshop that challenged them to impact student achievement across the learning environment. |
| 2 | Recognizing the Value of Parent Contributions Workshop | 1 | 50 | Parents were engaged in a workshop that challenged them to impact student achievement across the learning environment. |

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| 3 | How to Implement and Coordinate Parent Programs Workshop | 1 | 35 | Parents were engaged in a workshop that challenged them to impact student achievement across the learning environment. |
| 4 | Building Ties Between Parents and Schools Workshop | 1 | 50 | Parents were engaged in a workshop that challenged them to impact student achievement across the learning environment. |
| 5 | Making Community Connections Workshop | 1 | 40 | Parents were engaged in a workshop that challenged them to impact student achievement across the learning environment. |
| 6 | Family School Partnerships for Reading Success Workshop | 1 | 35 | Parents were engaged in a workshop that challenged them to impact student achievement across the learning environment. |
| 7 | Helping Every Student Succeed Workshop | 1 | 50 | Parents were engaged in a workshop that challenged them to impact student achievement across the learning environment. |
| 8 | Creating A School Climate Workshop | 1 | 40 | Parents were engaged in a workshop that challenged them to impact student achievement across the learning environment. |

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 current 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)].

| count | Barrier (Including the Specific Subgroup) | Steps the School will Take to Overcome |
|-------|---|--|
| 1 | Some of the same group of parents being actively involved | Assign parents from each team and incorporate various recruiting activities from the Parent Involvement Committee. |
| 2 | Engaging more African America and Latino Parents | Representative from each subgroup |
| 3 | A need for more financial resources | Hold more parent fundraisers |
| 4 | Level of Education | Invite Parents to Participate in Parent University Workshops |
| 5 | Limited English Proficiency | Have Interpreters at all or most activities |
| 6 | Parent Work Schedules | Have activities throughout the day. Offer many more ways to get involved. |
| 7 | Transportation | Offer Bus Passes |

Best Practices (Optional)

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

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