

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

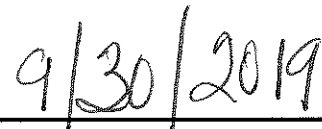
I, **Dr. Thelma Jackson**, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; 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.



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**)

Seminole Elementary will involve parents by way of the SAC, PTO, the Parental Involvement Committee (PI) and the Migrant Parent University (MPU). These programs will be responsible for planning, reviewing, and improving the Title I program; implementing parent involvement initiatives; approving funding for and approval of Title I and student incentives. SAC faculty members will be elected by their peers. The Principal will choose one grade-level representative from each grade to serve on the Parental Involvement Committee. At Open House in August and prior to September 30th, an open invitation will be extended to parents encouraging participation in the SAC, PTO, the Parent Involvement Committee and the Migrant Parent University. Documentation of parent input will include meeting agendas, minutes and sign-in sheets. All communication will be done in dual languages to increase parent participation. Translation services will be provided at all SAC, PTO, Parental Involvement, and Parent University Meetings. Seminole Elementary will provide flexible days, convenient morning and evening times, translation services, and support staff as needed for all meetings, activities and conferences to ensure maximum parental involvement.

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 Parent Involvement Committee meets in the summer prior to the new school year to revise the Parent and Family Engagement Plan (PFEP). Parents are provided a copy of the PFEP at Open House in August and encouraged to provide feedback by either marking the copy or contacting the principal. A SAC meeting is held the last week of August to obtain additional feedback from parents. Prior to September 30th, feedback from parents and staff are included in a final draft of the PFEP which is present to parents and the community via student take home flyers, the school webpage and Facebook page. All communication will be done in dual languages to increase parent participation and translation services will be provided. Seminole Elementary will provide flexible days, convenient morning and evening times, translation services, and support staff as needed for all meetings, activities and conferences to ensure maximum parental involvement.

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.

The School Advisory Council (SAC), Parent Involvement Committee, parents, teachers and staff plan and review the School Improvement Plan through the Title I Annual Meeting and quarterly collaborative SAC and PTO meetings. During these meetings, the SAC and PTO review and revise School Improvement goals, actions and the Title I budget. Flexible times and dates will be offered for parent meetings. Newsletters and notes from teachers will be sent home in dual languages. ELL paraprofessionals, translators, and the Migrant Advocate will assist with translations, information distribution, and further communication. Interpreters will also be provided. Transportation and childcare assistance will be provided for literacy/curriculum nights. Seminole Elementary will provide flexible days, convenient morning and evening times, translation services, and support staff as needed for all meetings, activities and conferences to ensure maximum parental involvement.

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?

Parent feedback obtained from the review of the PFEP will be reviewed along with input from teachers, staff and the community to add, remove and identify existing and new parent and family engagement activities.

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?

Parents of students in grades K-2 are provided with i-Ready reading and math summary reports which provide a snapshot of their child's performance and tools for support in areas of weakness. Parents of students in grades 3-5 receive FSA student reports. These reports are attached to each student's final report card.

Briefly describe how the school will provide each parent timely notice when their child has been assigned or has been taught for (4) or more consecutive weeks by a teacher who is not certified or licensed?

Parents are provided an out-of-field parent notification letter and a list of all out-of-field teachers is posted on the school's webpage. Currently, Seminole Elementary has no out-of-field teachers.

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 Right to Know Information is shared at the Annual Title I Meeting held in October.

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	Title I funds will be allocated for paraprofessionals and support personnel, supplemental instructional resources, classroom supplies, professional development and parent involvement activities.

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
The Title I Annual Meeting is scheduled for October 30, 2019 Parent Notification/marquee, flyers, agenda stickers, webpage and Facebook notifications	Administration Teachers	Weekly notification two weeks prior to meeting	Surveys Sign-in sheets
Spooktacular/held after Title I Annual Meeting (costume contest and trick or treat activities free to all attending the Title I Annual Meeting)	Administration Teachers Staff	Weekly notification two weeks prior to meeting	Attendance Counts

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)**

Flexible times and dates will be offered for parent meetings. Newsletters and notes from teachers will be sent home in dual languages. ELL paraprofessionals, translators, and the Migrant Advocate will assist with translations, information distribution, and further communication. Interpreters will also be provided. Transportation and childcare assistance will be provided for literacy/curriculum nights.

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
APTT meetings will support children's academic goals by	Classroom Teachers, Reading Coach,	Improve reading and/or math scores on District and/or State Assessments	2019-2020 School Year	Sign-in sheets, student gains on District and/or State Assessments	Teachers partner with parents to help them maximize

linking school and home learning.	Administration, Students, Parents, & Parental Involvement Team	due to the increase in parent participation.			student learning inside and outside of school. This includes the following: 1) teachers communicating current student progress to parents, 2) informing parents on ways to support their students success, and 3) highlighting the importance of attendance.
Seminole Migrant Parent University (SPU) Workshop(s)	Principal, Assistant Principal, Support Staff, Classroom Teachers, Students & Parents	Improve reading and/or math scores on District and/or State Assessments due to the increase in parent participation	2019-2020 School Year	Sign-in sheets, student gains on District and/or State Assessments	Provides tools and resources to parents that are focused on supporting their students academic success.
PTO activities will target STEM, Science, Math, Reading, & Florida Standards Assessments	Principal, Assistant Principal, Classroom Teachers, Students	Improve reading and/or math scores on District and/or State Assessments due to the increase in parent participation	2019-2020 School Year	Sign-in sheets, student gains on District and/or State Assessments	Provides tools and resources to parents that are focused on supporting their K - 5th grade students academic success in the areas of ELA, math, and science

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)**

Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
APTT	APTT Team, APTT Champion (Reading Coach), & Administration	District and State assessment scores of students will improve due to professional development.	2019-2020 School Year	Effectiveness will be measured by District and State assessment data.
PLCs	Reading Coach, Principal, Assistant Principal, & APTT Team	District and State assessment scores of students will improve due to professional development.	2019-2020 School Year	Effectiveness will be measured by District and State assessment data.

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)**

Seminole Elementary will provide literacy & curriculum nights in the Fall and Spring presented collaboratively by the Reading Coach, teachers, support staff, and administration.

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)**

Seminole Elementary will ensure and monitor that all information, to the extent feasible, is provided to parents in dual languages. This includes: APTT flyers, stickers and magnets; teacher and school newsletters; the school website; Facebook translation; the school marquee and the automated calling system. Bilingual

staff are also available to provide onsite translation services as needed.

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.

Flexible times and dates will be offered for parent meetings. Newsletters and notes from teachers will be sent home in dual languages. ELL paraprofessionals, translators, and the Migrant Advocate will assist with translations, information distribution, and further communication. Interpreters will also be provided. Transportation and childcare assistance will be provided for literacy/curriculum nights.

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.

Content and Type of Activity	Number of Activities	Number of Participants	Impact on Student Achievement	Data Source Used
Title I Annual Meeting	1	36	Improved student achievement on state and local assessments due to the planning of parental involvement activities to support literacy and student achievement at both school and home.	District and State Assessment data

Tunnel of Hope	1	52	Improved student achievement on state and local assessments due to the planning of parental involvement activities to support literacy and student achievement at both school and home.	District and State Assessment data
Dad Take Your Child to School Day	1	90	Improved student achievement on state and local assessments due to the planning of parental involvement activities to support literacy and student achievement at both school and home.	District and State Assessment data
Open House	1	931	Improved student achievement on state and local assessments due to the planning of parental involvement activities to support literacy and student achievement at both school and home.	District and State Assessment data
Red Ribbon Week: Barn Dance	1	82	Improved student achievement on state and local assessments due to the planning of parental involvement activities to support literacy and student achievement at both school and home.	District and State Assessment data
Veteran's Day Flag Raising Ceremony	1	30	Improved student achievement on state and local assessments due to the planning of parental involvement activities to support literacy and student achievement at both school and home.	District and State Assessment data
Family Science Night	1	132	Improved student achievement on state and local assessments due to the planning of parental involvement activities to support literacy and student achievement at both school and home.	District and State Assessment data
APTT Rounds	4	716	Improved student achievement on state and local assessments due to the planning of parental involvement activities to support literacy and student achievement at both school and home.	District and State Assessment data
FSA	2	483	Improved student achievement on	District and State

Carnival			state and local assessments due to the planning of parental involvement activities to support literacy and student achievement at both school and home.	Assessment data
Spooktacular iReady Workshop	1	246	Improved student achievement on state and local assessments due to the planning of parental involvement activities to support literacy and student achievement at both school and home.	District and State Assessment data
Science Fair Night	1	89	Improved student achievement on state and local assessments due to the planning of parental involvement activities to support literacy and student achievement at both school and home. (+19 points on FSA Science	District and State Assessment data
Family Read Nights	6	98	Improved student achievement on state and local assessments due to the planning of parental involvement activities to support literacy and student achievement at both school and home.	District and State Assessment data
A Pirate's Christmas	1	114	Improved student achievement on state and local assessments due to the planning of parental involvement activities to support literacy and student achievement at both school and home.	District and State Assessment data
Wax Museum Parent Night	1	54	Improved student achievement on state and local assessments due to the planning of parental involvement activities to support literacy and student achievement at both school and home.	District and State Assessment data
5th Grade AVID/GRAD Event	1	43	Improved student achievement on state and local assessments due to the planning of parental involvement activities to support literacy and student achievement at both school and home.	District and State Assessment data

Kindergarten Program & Summer Send Off Plan	1	135	Improved student achievement on state & local assessments due to planning of parental involvement activities to support literacy & student achievement at both school & home.	District and State Assessment data
Kindergarten Round Up/Pre-K Round Up	1	42	Improved student achievement on state and local assessments due to the planning of parental involvement activities to support literacy and student achievement at both school and home.	District and State Assessment data
SAC/PTO	8	246	Improved student achievement on state and local assessments due to the planning of parental involvement activities to support literacy and student achievement at both school and home.	District and State Assessment data
Parent Award Events	17	454	Improved student achievement on state and local assessments due to the planning of parental involvement activities to support literacy and student achievement at both school and home.	District and State Assessment data
BOB/Math Bowl/Science Olympiad/Spelling Bee/Tropicana	5	87	Improved student achievement on state and local assessments due to the planning of parental involvement activities to support literacy and student achievement at both school and home.	District and State Assessment data
Seminole Migrant Parent University	5	98	Improved student achievement on state and local assessments due to the planning of parental involvement activities to support literacy and student achievement at both school and home.	District and State Assessment data
Mother's Day Tea	1	57	Improved student achievement on state and local assessments due to	District and State Assessment data

			the planning of parental involvement activities to support literacy and student achievement at both school and home.	
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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
APTT Planning Meeting	1	33	Improved student achievement on state & local assessments due to increased parent awareness & provision of resources to support literacy & student achievement at both school & home.	District and State Assessment data
PLCs - Standards Based teaching and learning; strategies and resources for parents to support literacy at home.	94	36	Improved student achievement on state and local assessments due to increased parent awareness and provision of resources to support literacy and student achievement at both school and home.	District and State Assessment data
Instruction Partners	5	30	Improved student achievement on state & local assessments due to increased parent awareness & provision of resources to support	District and State Assessment data

			literacy & student achievement at both school & home.	
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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
Limited English Proficiency (Hispanic)	Provide additional translators
Literacy Deficits (economically disadvantaged, Hispanic)	Provide verbal explanations and written information in native language to the extent feasible
Scheduling and Transportation (economically disadvantaged, Hispanic)	Provide morning and evening meeting dates; encourage carpooling and facilitate community resource connections

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

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Date Signed

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PTO activities will target STEM, Science, Math, Reading, & Florida Standards Assessments	Principal, Assistant Principal, Classroom Teachers, Students	Improve reading and/or math scores on District and/or State Assessments due to the increase in parent participation	2019-2020 School Year	Sign-in sheets, student gains on District and/or State Assessments	Provides tools and resources to parents that are focused on supporting their K - 5th grade students academic success in the areas of ELA, math, and science

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)

Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
APTT	APTT Team, APTT Champion (Reading Coach), & Administration	District and State assessment scores of students will improve due to professional development.	2019-2020 School Year	Effectiveness will be measured by District and State assessment data.
PLCs	Reading Coach, Principal, Assistant Principal, & APTT Team	District and State assessment scores of students will improve due to professional development.	2019-2020 School Year	Effectiveness will be measured by District and State assessment data.

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)**

Seminole Elementary will provide literacy & curriculum nights in the Fall and Spring presented collaboratively by the Reading Coach, teachers, support staff, and administration.

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)**

Seminole Elementary will ensure and monitor that all information, to the extent feasible, is provided to parents in dual languages. This includes: APTT flyers, stickers and magnets; teacher and school newsletters; the school website; Facebook translation; the school marquee and the automated calling system. Bilingual

staff are also available to provide onsite translation services as needed.

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.

Flexible times and dates will be offered for parent meetings. Newsletters and notes from teachers will be sent home in dual languages. ELL paraprofessionals, translators, and the Migrant Advocate will assist with translations, information distribution, and further communication. Interpreters will also be provided. Transportation and childcare assistance will be provided for literacy/curriculum nights.

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.

Content and Type of Activity	Number of Activities	Number of Participants	Impact on Student Achievement	Data Source Used
Title I Annual Meeting	1	36	Improved student achievement on state and local assessments due to the planning of parental involvement activities to support literacy and student achievement at both school and home.	District and State Assessment data

Tunnel of Hope	1	52	Improved student achievement on state and local assessments due to the planning of parental involvement activities to support literacy and student achievement at both school and home.	District and State Assessment data
Dad Take Your Child to School Day	1	90	Improved student achievement on state and local assessments due to the planning of parental involvement activities to support literacy and student achievement at both school and home.	District and State Assessment data
Open House	1	931	Improved student achievement on state and local assessments due to the planning of parental involvement activities to support literacy and student achievement at both school and home.	District and State Assessment data
Red Ribbon Week: Barn Dance	1	82	Improved student achievement on state and local assessments due to the planning of parental involvement activities to support literacy and student achievement at both school and home.	District and State Assessment data
Veteran's Day Flag Raising Ceremony	1	30	Improved student achievement on state and local assessments due to the planning of parental involvement activities to support literacy and student achievement at both school and home.	District and State Assessment data
Family Science Night	1	132	Improved student achievement on state and local assessments due to the planning of parental involvement activities to support literacy and student achievement at both school and home.	District and State Assessment data
APTT Rounds	4	716	Improved student achievement on state and local assessments due to the planning of parental involvement activities to support literacy and student achievement at both school and home.	District and State Assessment data
FSA	2	483	Improved student achievement on	District and State

Carnival			state and local assessments due to the planning of parental involvement activities to support literacy and student achievement at both school and home.	Assessment data
Spooktacular iReady Workshop	1	246	Improved student achievement on state and local assessments due to the planning of parental involvement activities to support literacy and student achievement at both school and home.	District and State Assessment data
Science Fair Night	1	89	Improved student achievement on state and local assessments due to the planning of parental involvement activities to support literacy and student achievement at both school and home. (+19 points on FSA Science	District and State Assessment data
Family Read Nights	6	98	Improved student achievement on state and local assessments due to the planning of parental involvement activities to support literacy and student achievement at both school and home.	District and State Assessment data
A Pirate's Christmas	1	114	Improved student achievement on state and local assessments due to the planning of parental involvement activities to support literacy and student achievement at both school and home.	District and State Assessment data
Wax Museum Parent Night	1	54	Improved student achievement on state and local assessments due to the planning of parental involvement activities to support literacy and student achievement at both school and home.	District and State Assessment data
5th Grade AVID/GRAD Event	1	43	Improved student achievement on state and local assessments due to the planning of parental involvement activities to support literacy and student achievement at both school and home.	District and State Assessment data

Kindergarten Program & Summer Send Off Plan	1	135	Improved student achievement on state & local assessments due to planning of parental involvement activities to support literacy & student achievement at both school & home.	District and State Assessment data
Kindergarten Round Up/Pre-K Round Up	1	42	Improved student achievement on state and local assessments due to the planning of parental involvement activities to support literacy and student achievement at both school and home.	District and State Assessment data
SAC/PTO	8	246	Improved student achievement on state and local assessments due to the planning of parental involvement activities to support literacy and student achievement at both school and home.	District and State Assessment data
Parent Award Events	17	454	Improved student achievement on state and local assessments due to the planning of parental involvement activities to support literacy and student achievement at both school and home.	District and State Assessment data
BOB/Math Bowl/Science Olympiad/Spelling Bee/Tropicana	5	87	Improved student achievement on state and local assessments due to the planning of parental involvement activities to support literacy and student achievement at both school and home.	District and State Assessment data
Seminole Migrant Parent University	5	98	Improved student achievement on state and local assessments due to the planning of parental involvement activities to support literacy and student achievement at both school and home.	District and State Assessment data
Mother's Day Tea	1	57	Improved student achievement on state and local assessments due to	District and State Assessment data

			the planning of parental involvement activities to support literacy and student achievement at both school and home.	
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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
APTT Planning Meeting	1	33	Improved student achievement on state & local assessments due to increased parent awareness & provision of resources to support literacy & student achievement at both school & home.	District and State Assessment data
PLCs - Standards Based teaching and learning; strategies and resources for parents to support literacy at home.	94	36	Improved student achievement on state and local assessments due to increased parent awareness and provision of resources to support literacy and student achievement at both school and home.	District and State Assessment data
Instruction Partners	5	30	Improved student achievement on state & local assessments due to increased parent awareness & provision of resources to support	District and State Assessment data

			literacy & student achievement at both school & home.	
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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
Limited English Proficiency (Hispanic)	Provide additional translators
Literacy Deficits (economically disadvantaged, Hispanic)	Provide verbal explanations and written information in native language to the extent feasible
Scheduling and Transportation (economically disadvantaged, Hispanic)	Provide morning and evening meeting dates; encourage carpooling and facilitate community resource connections