



State Board of Education

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Rebecca Fishman Lipsey  
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Andy Tuck

Pam Stewart  
Commissioner of Education

December 08, 2015

Lori Price  
Gulf County School District  
150 Middle School Road  
Port St. Joe, FL 32456

Dear Ms. Price:

We are pleased to inform you that the Gulf County 2015-16 LEA Parental Involvement Policy/Plan meets all of the requirements outlined in Section 1118 of the Elementary and Secondary Education Act.

Please be reminded that the LEA is required to share the contents of the parental involvement policy with parents of children participating in the Title I program. The information must be provided in an understandable and uniform format, including alternative formats upon request.

If you have questions or need additional information, please contact Tony Graham via email at [Tony.Graham@fldoe.org](mailto:Tony.Graham@fldoe.org), or by telephone at 850-245-9893.

Sincerely,

Sonya G. Morris

SGM/tog

## GULF Title I, Part A Parental Involvement Plan

I, Jim Norton, 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 LEA will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children;
- Consistent with Section 1118, the LEA will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of Section 1118(b) of the ESEA, and each includes, as a component, a school-parent compact consistent with Section 1118(d) of the ESEA;
- The LEA will incorporate this LEA-wide parental involvement policy into its LEA Plan developed under Section 1112 of the ESEA;
- In carrying out the Title I, Part A, parental involvement requirements to the extent practicable, the LEA and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand [Section 1118(f)];
- If the LEA Plan for Title I, Part A, developed under Section 1112 of the ESEA is not satisfactory to the parents of participating children, the LEA will submit any parent comments with the plan when the LEA submits the plan to FDOE;
- The LEA will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools, after equitable provisions have been provided to participating private schools;
- The LEA will be governed by the statutory definition of "parental involvement" defined in Section 9101 (32), and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition; and

  
Signature of Superintendent or Designee

(Note: If this certification is signed by a designee, then the letter authorizing this person to sign in place of the Superintendent must be included with this request.)

10-2-15  
Date Signed

### Mission Statement

Parental Involvement Mission Statement (Optional)

**Response:** The mission of Gulf School District is to provide opportunities which encourage parents to be actively involved in the education of their child.

### Involvement of Parents




Marva Johnson, *Chair*  
John R. Padget, *Vice Chair*  
*Members*  
Gary Chartrand  
John A. Colón  
Rebecca Fishman Lipsey  
Michael Olenick  
Andy Tuck

## 2015-2016 LEA Parental Involvement Adoption Page

LEA or District Name: *Gulf*

This policy was adopted by the LEA on 11/05/2015 and will be in effect for the period of one year through 11/05/2015. The LEA will distribute this policy to all parents of participating Title I, Part A children on or before 12/18/2015.

  
(Signature of Title I Authorized Representative)

November 16, 2015  
(Date)

Provide evidence that the LEA PIP was developed with the input of parents and based on the evaluation of the previous year PIP.



Describe the actions the LEA will take to involve parents in the following required policies/plans:

- LEA-wide parental involvement policy (PIP)[Section 1118(a)(2)];
- LEA plan [Sections 1112 (c)(H), 1112(d)(1)]; -and
- How the funds reserved for parental involvement will be spent [Section 1118(a)(2)].

**Response:** A. The Gulf School District will establish a district level Parent Advisory Committee. Each Title I school will identify at least two parents to serve on the District Title I Parent Advisory Council (PAC).

B. At least two PAC meetings will be scheduled during the school year at flexible times to accommodate parent participation. During the meeting, parents shall be asked to provide input into the development of the district wide parental involvement plan, including the following:

- The overall nature of the Title I program
- Their rights as parents and the obligations of the school district set forth in Title I, including the district policy concerning parent involvement
- Procedures for disseminating written information about the Title I program (as prescribed by Federal Statute and State regulations)
- Review of written copies of information about the program, including the Federal Statute and regulations, any applicable state or local laws or regulations, and current and prior program applications and evaluations as available.
- Review of written communications and policies to ensure that information is in a format and language that parents can understand. (See Appendix B for list of required notifications.)
- Involvement in conducting the evaluation and development of a plan to build capacity for involvement.

In addition, parents will be encouraged to provide input on District Plans for curriculum, staff development, parent workshops, safety, and student academic assistance. The Gulf County School District will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

A. Parents of students at Title I schools will be invited to participate in state mandated school improvement advisory committees. As members of this committee, parents will participate in the review and provide input on data-driven decisions designed to promote school improvement.

B. Parents participating on the District-wide PAC will review and provide input into the development and continuous improvement of the district wide parent involvement plan.

C. Parents, district staff, and school personnel will jointly agree on methods for the district and school officials to consult with parents on all aspects of Title I planning, design and implementation, including all phases of:

- needs assessment
- determination of program goals and objectives
- determination of educational strategies

- implementation of projects
- development of program applications
- program evaluations

expenditure of funds reserved for parent involvement:

funds are spent on providing a district-wide parent

liaison and resource centers at each Title I school.

Parent input will be documented by the agenda of the PAC meeting and sign-in sheets and minutes of the meeting which will reflect parent input.

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## Technical Assistance

Describe the actions the LEA will take to provide coordination, technical assistance, and other support necessary to assist Title I, Part A schools in planning and implementing effective parental involvement activities which build the capacity of parents to improve the academic achievement of their child and overall school performance [Section 1118(a)(2)(B and C) and 1118(e)(1-14)]. Include a description of the process the LEA will use to review the school-level PIP to ensure compliance with all requirements of Section 1118 [34 CFR 200.30(e)]. Include information on how the LEA will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

**Response:** School and district officials (Title I Coordinator, parent liaison and other personnel as appropriate) shall be prepared to offer, upon request in addition to annually, such support and resources as are needed for effective and full parent consultation and involvement, including, but not limited to, an ongoing and effective program of training for parents. This will be developed in consultation with parents. It will include training concerning federal, state, and local legal requirements for the program, how the program actually operates, the rights and responsibilities of parents, and how parents can work effectively with each other and with the school in developing and providing parent consultation and involvement. The district utilizes the peer review process in addition to the School Advisory Council review of the School Improvement Plan (August) and the Parent Involvement Plan (November-December) which also serves as a method to build capacity of parents to improve the academic achievement of their child and overall school performance to ensure compliance of Section 1118. Monitoring will be semi-annually and will include parent surveys, input during PAC meetings and direct contact with school administrators.

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## Coordination and Integration

Describe how the LEA will coordinate and integrate parental involvement strategies from Part A of Title I with other federal programs (including but not limited to Head Start, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters (HIPPY), Voluntary Pre-Kindergarten, Title I, Part C, Title I, Part D of Title I, Title III, and Title IV, Part A) [Sections 1118 (a)(2)(D) and 1118(e)(4)].

| count | Program    | Coordination  |
|-------|------------|---|
| 1     | Head Start | Head Start is located on the school campus and parent involvement activities are inclusive of Head Start children and families. |

|   |     |  |
|---|-----|--|
| 2 | VPK | District sponsored VPK parent orientation meetings and transition meetings from Head Start, private providers and the school's program are designed to matriculate students, parents to Title I programs |
|---|-----|--|

## Annual Evaluation

Describe the actions the LEA will take to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the academic quality of the Title I, Part A schools [Section 1118(a)(2)(E)].

**Response:** The Gulf County School District will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the academic quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (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). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

A. Parents will participate in the design of the evaluation tool. Schools will be responsible for disseminating and collecting the annual survey. The survey will be conducted during the second semester of each year.

B. Completed survey results will be submitted to the Director of Federal Programs. The District-wide PAC will review survey results and make recommendations for program changes in the following program year.

C. Parent input was used to revise the Parent Survey so that it is more concise and user friendly.

D. The LEA evaluates parent participation based on participation at scheduled events such as "Family Literacy Night," "Donuts for Dads," Title I Open House."

E. Parents are given opportunities to indicate barriers to participation via PAC meetings (2 times per year), climate survey (annually in November), and Title I Parent Survey (annually in May).

## Building Capacity

If the LEA plans to implement LEA-wide activities, describe the actions the LEA will take to build the schools' and parents' 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 [Sections 1118(a)(2)(C), 1118(e)(1-14)].

| count | Content and Type of Activity                                     | Person Responsible | Anticipated Impact on Student Achievement   | Timeline | Evidence of Effectiveness   |
|-------|--|--------------------|---|----------|---|
| 1     | Title I Open House-provide parents info on academic expectations | Principal          | Parents provided grade specific flyers outlining the Florida Standards and NGSSS and ways they can help at home | August   | Students return daily folders with parent signatures. Parents invited via electronic sign-board and sign-in when they attend. |
| 2     | Parent's Right To Know- school                                   | Principal          | Parents are informed about teacher  | October  | Highly qualified teachers - school grades.  |

|    |  |                                    |   |                             |   |
|----|--|------------------------------------|---|-----------------------------|---|
|    | newsletters/<br>Parent Guide   |                                    | qualifications for<br>instructing and are highly<br>qualified   |                             | Information sent via<br>school newsletter 3 times<br>per school year  |
| 3  | Title I Newsletters  | District Title I<br>Coordinator    | Keeps parents informed<br>about parent<br>involvement<br>opportunities which<br>assist with the core<br>content   | September<br>through<br>May | Parent participation logs<br>indicate an increase in<br>attendance  |
| 4  | Resource Center-<br>materials and<br>training                            | Parent Liaison                     | Parents supplied and<br>trained to use reading<br>and math materials  | September<br>through<br>May | Increase in parent<br>participation - logs and<br>student grades improve.<br>Trainings are on an<br>individual basis and<br>concentrate on the core<br>subjects |
| 5  | College for Every<br>Student-<br>mentoring of<br>students and<br>parents | CFES<br>sponsors                   | At risk students are<br>mentored and<br>encouraged to achieve<br>academically- parents<br>participate along with<br>students                                | August<br>through<br>May    | Longitudinal data<br>indicates students do not<br>fail or fall below a "C"<br>average   |
| 6  | Parent Guide-<br>state standards<br>and how to help<br>with academics    | Director of<br>Instruction         | Parents informed on<br>requirements and how to<br>help  | September                   | Parents are informed and<br>use information in the<br>guide when<br>communicating questions<br>to the school  |
| 7  | FOCUS -<br>electronic parent<br>viewer                                   | Guidance<br>Counselors             | Parents are able to view<br>grades and attendance<br>daily  | August<br>through<br>June   | The number of parents<br>assigned a password and<br>parent communication<br>with the school   |
| 8  | State and Local<br>Assessments   | Principal                          | Parent have access to<br>normed data  | August -<br>May             | Parents are informed of<br>assessment dates and the<br>results and parent<br>conferences scheduled  |
| 9  | Parent Advisory<br>Council   | District Title I<br>Coordinator    | Parents are given the<br>opportunity to have<br>direct input into the Title<br>I program and<br>supplemental services<br>that impact student<br>achievement | November -<br>May           | Parents attend PAC<br>meetings  |
| 10 | Just Take 20<br>Reading<br>Workshops                                     | Reading<br>Coach/Parent<br>Liaison | Parents get tips on how<br>to help their child with<br>reading  | once per<br>quarter         | Parent attendance and<br>student reading grades<br>and extent of independent<br>reading. Parent Sign - In<br>Sheets   |
| 11 | Math Workshops   | District Title I<br>Coordinator    | Parents are given tips for<br>working with their<br>children at home  | January                     | Feedback and sign -in<br>sheets.  |
| 12 | Writing Workshop   | District Title I<br>Coordinator    | Parents are given tips for<br>helping their child cite<br>text evidence, edit<br>writing, etc.  | August                      | Writing portfolios, Parent<br>Sign-In sheets  |

## Staff Training

Describe the professional development activities the LEA will provide, with the assistance of the schools

and parents, 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   | Person Responsible          | Anticipated Impact on Student Achievement  | Timeline           | Evidence of Effectiveness  |
|-------|--|-----------------------------|--|--------------------|--|
| 1     | Orientation-Effective teaching and parent communication                  | Director of Human Resources | New teachers are taught strategies for effectively communicating with parents to share successes/concerns  | August             | New teachers communicate with parents frequently using conferences, telephone, email, notes home and documenting |
| 2     | Employee Handbook  | Principals                  | The value of parental involvement is stressed by promoting communication between school and parent which increases positive student behavior and increases student achievement | August             | Teachers provide evidence of regular communication with parents  |
| 3     | Faculty meetings-parent involvement and positive communication reminders | Principals                  | Teacher/parent/school inter communication keeps parents involved, builds ties between home and school, and increases student achievement                                       | August through May | Faculty meeting agendas and sign-in sheets   |

## Communication and Accessibility

Describe how the LEA 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 LEA plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

**Response:** The Gulf County School District will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the academic quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (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). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

The school district will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

1. Key documents and critical forms of communication will be reviewed by the district-wide PAC.
2. The Director of Federal Programs will collaborate with the ESOL department to assure that key documents and critical forms of communication will be translated into Spanish and other languages (as needed).
3. The parent liaison will make concerted efforts to ensure that all parents, including



those with disabilities, have full opportunities to participate in parental involvement activities. This may include providing transportation, having documents translated or taking an interpreter on a home visit, assisting with child care in order to remove barriers to parent participation.

(Less than 1% of the student population in Gulf School District are ELL students)

4. The Parent Liaison will operate the Parent Resource Center and provide training on the availability and use of resources. This is a district-wide effort to assist parents in as many ways possible in order to promote continuous academic growth in students.

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## Discretionary Activities

The LEA parental involvement policy may include additional discretionary activities that the LEA, in consultation with the parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement [Section 1118(e)]. Check here if the LEA does not plan to implement the discretionary parental involvement activities. Check all activities the LEA plans to implement:

☒ Not Applicable

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| count | Activity | Description of Implementation Strategy | Person Responsible | Anticipated Impact on Student Achievement | Timeline |
|-------|----------|--|--------------------|---|----------|
|-------|----------|--|--------------------|---|----------|

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## Upload Evidence of Input from Parents

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

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

### Building Capacity Summary

Provide a summary of the activities offered to help build the capacity of parents improve their children academic achievement [Section 1118(e)(1-2)].

| count | Content and Type of Activity     | Number of Activities | Number of Participants | Anticipated Impact on Student Achievement   |
|-------|----------------------------------|----------------------|------------------------|---|
| 1     | Title I Open Houses              | 2                    | 541                    | Parents informed of changes to standards and assessment instruments   |
| 2     | Weekly Title I Newsletters       | 35                   | 650                    | Parents kept up-to-date on parent involvement opportunities; provided with tips to assist their child at home |
| 3     | Parent Advisory Council Meetings | 2                    | 9                      | Parents provided the opportunity to give input into district plans  |
| 4     | Cafe Read-A-Latte                | 2                    | 25                     | Parents provided strategies for encouraging independent reading, sight word mastery, homework tips            |
| 5     | College for Every Student        | 1                    | 20                     | Parents provided tips for encouraging early college awareness   |

### Staff Training Summary

Provide a summary of the professional development activities provided by the LEA 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     | New Hire Orientation          | 1                    | 12                     | teachers new to the district were given strategies for encouraging parent involvement                               |
| 2     | School-Based Faculty Meetings | 4                    | 145                    | At each school, principals held a faculty meeting in which the focus was parent involvement strategies              |
| 3     | Faculty Handbooks             | 4                    | 145                    | All faculty are provided annually a handbook which includes requirements for communicating effectively with parents |

### Private School Summary

Provide a summary of the parental involvement activities provided for private schools implementing a Title I, Part A program [Section 1120(a)(1)]

☒ Not Applicable

### Barriers

Describe the barriers which hindered participation by parents in parental involvement activities during the previous school year. Include the steps the LEA will take during the upcoming school year to overcome the barriers and design more effective parental involvement policies (with particular attention to parents

who are economically disadvantaged, disabled, have limited English proficiency, limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(2)(E)].

| count | Barrier (Including the Specific Subgroup)               | Steps the School will Take to Overcome   |
|-------|---|--|
| 1     | Offering more incentives for parents to become involved | The district provides educational materials, refreshments, transportation and a variety of times that parents can participate in activities; some have indicated door prizes would help. We give reading materials, but do not have the resources for bigger things. |

### Best Practices (Optional)

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

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

Parent Advisory Council

ELL Parent Leadership Council

July 22, 2015

10:00

Sign-In Sheet

|                 |          |                           |
|-----------------|----------|---------------------------|
| Martha Weimorts | 229-6940 | mweimorts@gulf.k12.fl.us  |
| Lori Price      | 229-6940 | lprice@gulf.k12.fl.us     |
| Aracely Aguirre | 340-0320 | aaguirre@gulf.k12.fl.us   |
| Aracely Cruz    | 340-1662 |                           |
| yesica cruz     | 276-5945 |                           |
| Anne Parker     | 819 6885 | blessed2shout@gmail.com   |
| Dr Sandra Cook  | 227-1221 |                           |
| Sonia Cole      | 628-0929 | Sdcole34@yahoo.com        |
| Duane McFarland | 227-6374 | dmcfarland@gulf.k12.fl.us |

**MINUTES**  
**Title 1 Parent Advisory Council**  
**&**  
**ELL Parent Leadership Council**  
**July 22, 2015**  
**10:00 ET**  
**Office of Instructional Services Conference Room**

The meeting of the July 22, 2015, Title 1 Parent Advisory Council/ELL Parent Leadership Council met with the following members present:

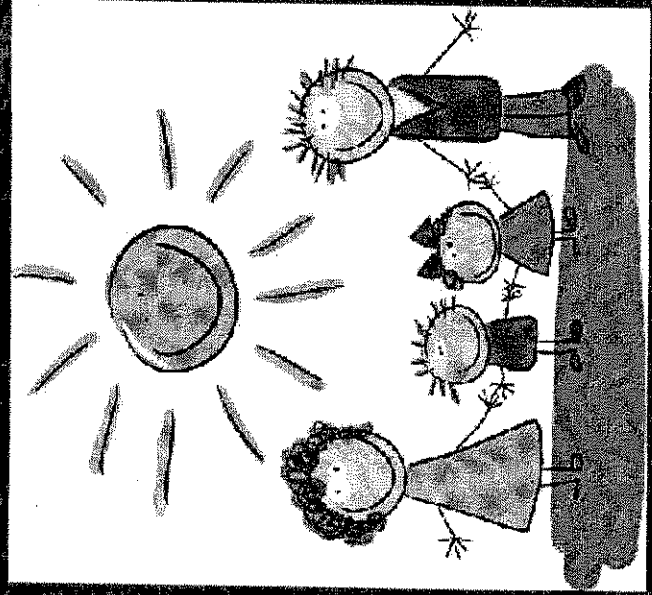
- Aracely Aguirre, Parent/District Employee
- Sonia Cole, Parent
- Dr. Sandra Cook, Principal, Port St. Joe Elementary School
- Aracely Cruz, Parent
- Yesica Cruz, Parent
- Duane McFarland, Principal, Port St. Joe Jr./Sr. High School
- Anne Parker, Parent
- Lori Price, Assistant Superintendent for Instruction
- Martha Weimorts, Assistant Superintendent for Special Services

Lori Price, Assistant Superintendent for Instruction, presented Title 1 information to the group in the form of a PowerPoint presentation (see attached). Council members engaged in a question/answer session at the end of the presentation. It was decided by the group that future meetings should include a meal to encourage parent participation.

Martha Weimorts, Assistant Superintendent for Special Services, presented ESOL/ELL information to the group in the form of a PowerPoint presentation (see attached). A copy of the current District ELL Plan was distributed to members. Council members engaged in a question/answer session at the end of the presentation. A Chairman was nominated and elected by the membership. Aracely Aguirre will serve as the PAC/PLC Chairman for the 2015-2016 school year.

There being no further business, the meeting adjourned at 11:30 ET.

Submitted by: Martha Weimorts 7/27/15  
Martha Weimorts, Assistant Superintendent for Special Services



July 22, 2015  
**PARENT LEADERSHIP COUNCIL  
&  
ELL  
TITLE I  
PARENT ADVISORY COUNCIL**

# AGENDA

## TITLE I PARENT ADVISORY COUNCIL MEETING

### Title I Overview

### Title I Plan & Personnel

### Title I Documents

### Changes to Title I Plan

### Parent Involvement Plan

## ELL PARENT LEADERSHIP COUNCIL

### ELL Plan Overview

### ELL Staff

### Identification of Students

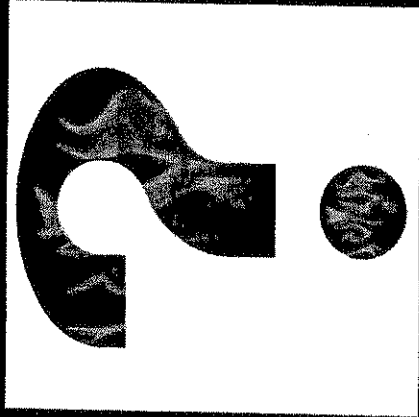
### Placement of Students

### Programmatic Assessment

### Statewide Assessment

### Monitoring Procedures

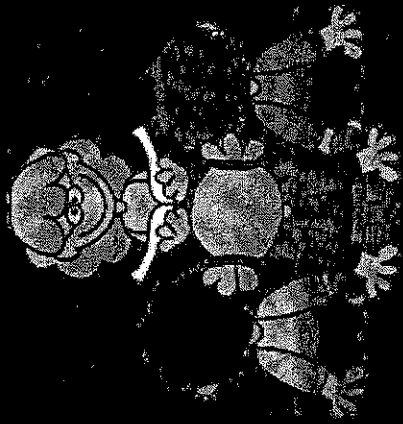
### Teacher Requirements



WHAT IS TITLE I?

School districts receive Title I funds to carry out supplemental instructional activities that ensure all children attending schools with high poverty rates, have a fair and equal opportunity to a high quality education and reach Florida's challenging academic standards.





## OUR TITLE I PLAN PROVIDES:

People to do the job!!

2 classroom teachers to  
reduce class size

2 Curriculum  
Coordinators

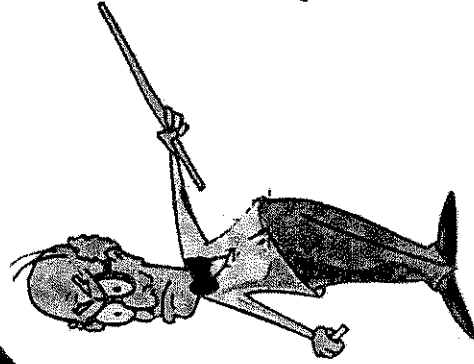
A Parent Liaison

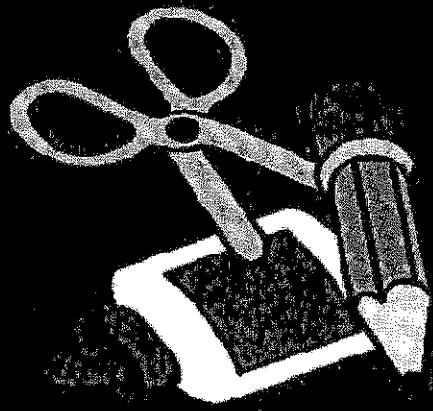
A Social Worker (25%)

2 MTSS Coordinators  
(50%)

# OUR TITLE I PERSONNEL

Curriculum Coordinators:  
Renee Lynn & Joni Mock  
Parent Liaison: Jan Traylor  
Social Worker: Ashley  
Davidson  
MTSS Coordinators:  
Doris Jean Whitten & Katrina  
Glass  
Assistant Superintendent of  
Instruction: Lori Price





## TITLE I ALSO PROVIDES:

Professional Development  
(stipends, subs, travel)

Math Consultant & parent  
workshop

Writing Consultant & parent  
workshop

Afterschool tutoring

Homeless Set-Aside

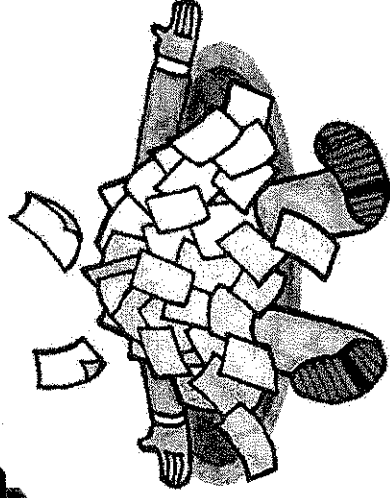
Supplies

\$503,309  
496700

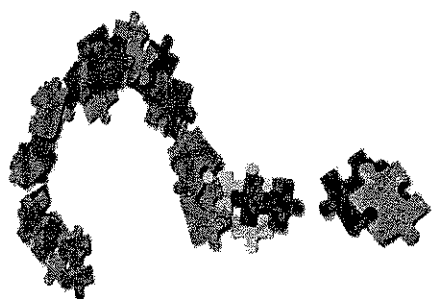


TITLE I DOCUMENTS

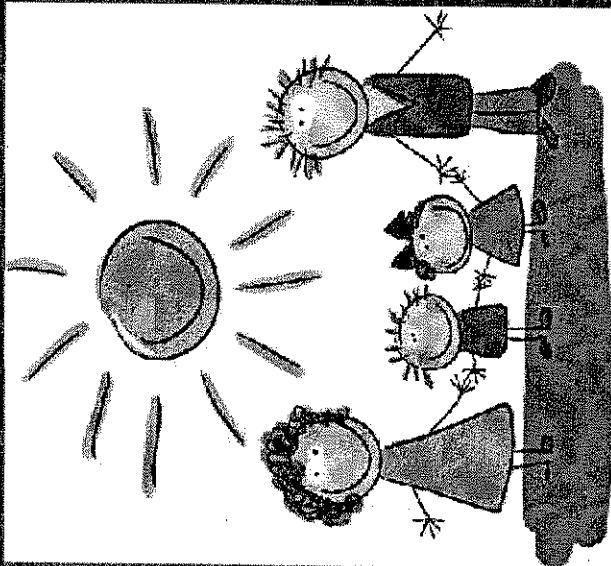
Title I Plan  
Parent Involvement  
Plan  
Newsletters  
Surveys  
And LOTS more.



WHAT WOULD YOU LIKE TO  
SEE INCLUDED IN THE NEXT  
TITLE I PLAN?

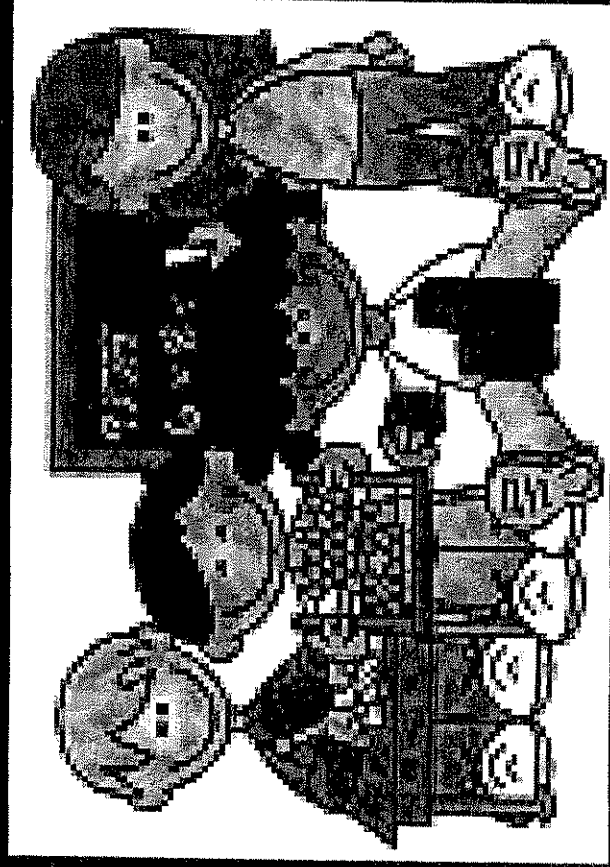


# HOW CAN WE INVOLVE MORE PARENTS?





# ENGLISH LANGUAGE LEARNERS (ELL) PLAN OVERVIEW





# STAFF

## District level:

Martha Weimorts, Assistant Superintendent for Special Services

## Principals:

Dr. Sandra Cook, Port St. Joe Elementary School

Duane McFarland, Port St. Joe Jr.-Sr. High School

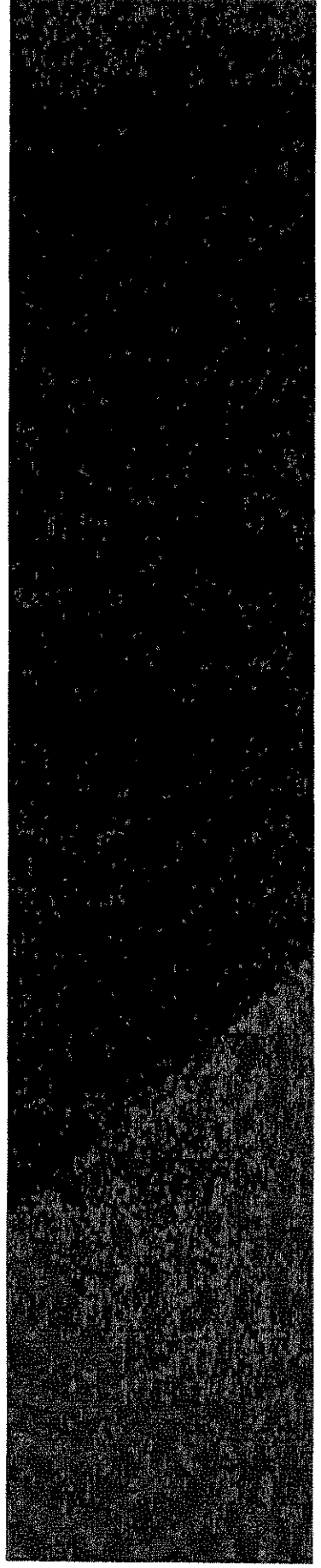
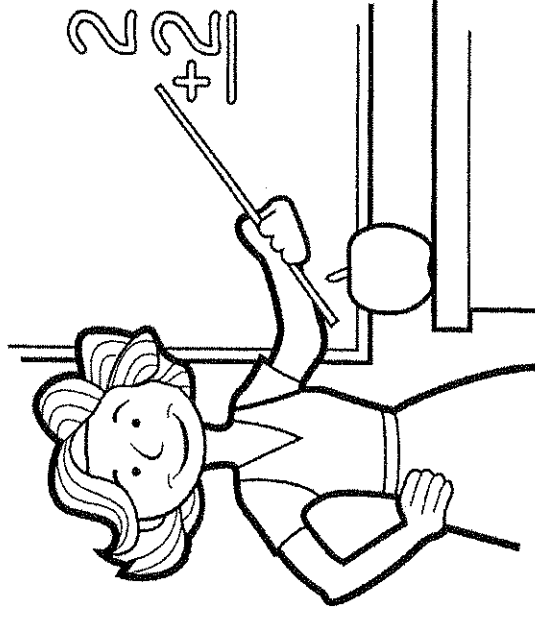
## Paraprofessional:

Aracely Aguirre

## Guidance Counselors:

DeEtta Smallwood, Port St. Joe Elementary School

Jessica Brock, Port St. Joe Jr.-Sr. High School



# ELL STUDENTS

2014-2015

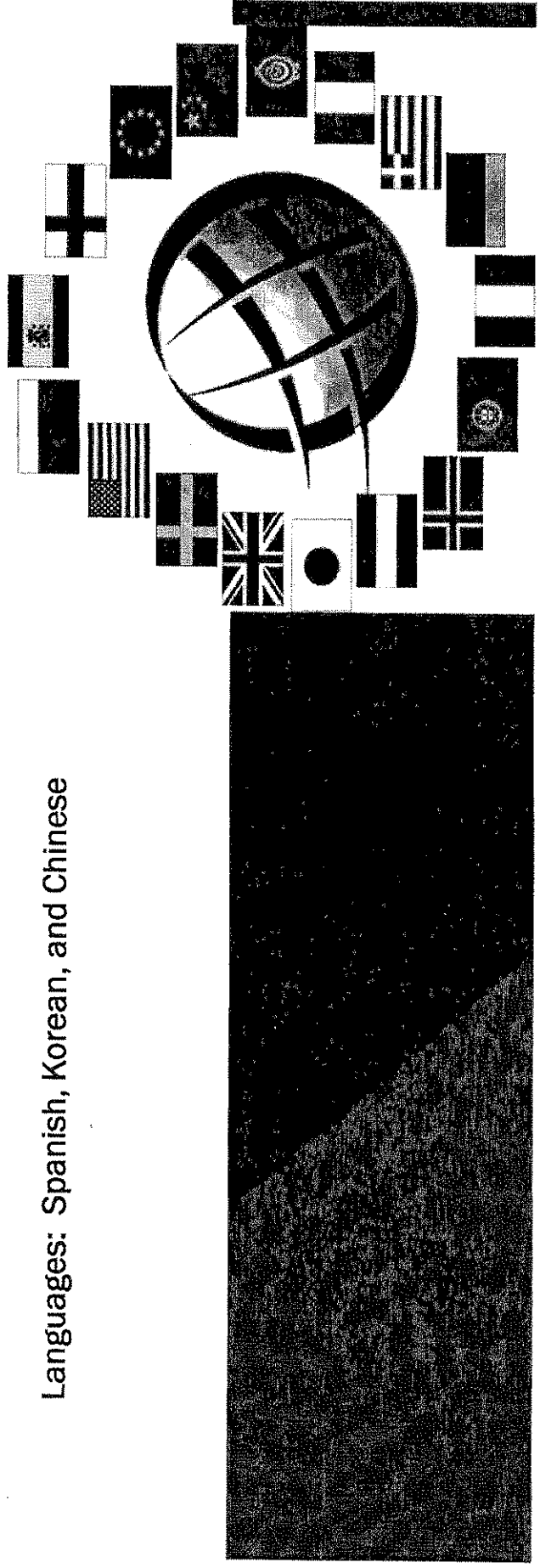
9 identified at Port St. Joe Elementary School

2015-2016

2 matriculating to Port St. Joe Jr.-Sr. High School

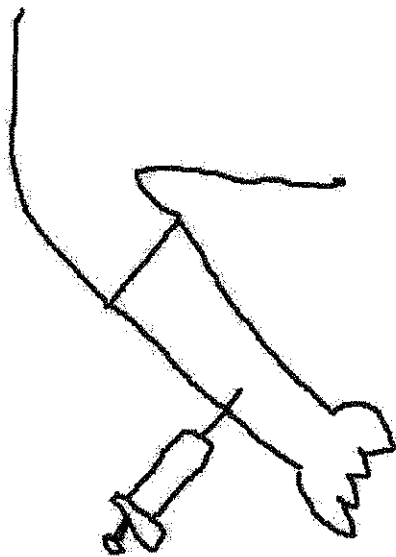
3 being added at the kindergarten grade at Port St. Joe Elementary School

Languages: Spanish, Korean, and Chinese



ELL PLAN

May, 2014



## Identification:

- Physical Examination
- Florida certificate of immunization
- Two recent proofs of residence
- Proof of birth
- Last report card
- Home Language Survey



ELL PLAN

Continued...

## Placement: LAB—Language Assessment Battery

- English Language Proficiency
- Listening and Speaking Proficiency
- Reading and Writing Proficiency

# ELL PLAN

Continued...

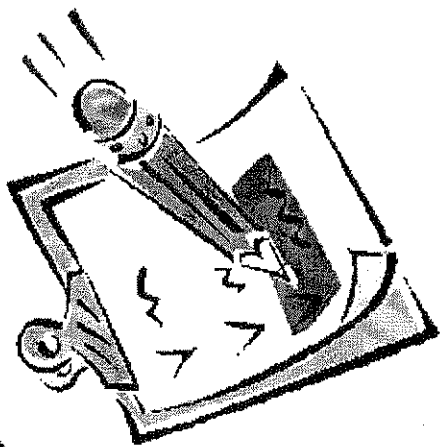


## Programmatic Assessment

- The student's ELL committee looks at all data and makes programming decisions.
- The student's ELL committee meets to determine when a student is eligible to exit the program.

**ELL PLAN**

*Continued...*



## **Statewide Assessment:**

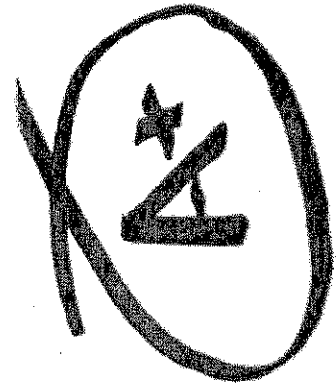
- CELLA (Comprehensive English Language Learning Assessment)
- FSA (Florida Statewide Assessment)

# ELL PLAN

Continued...

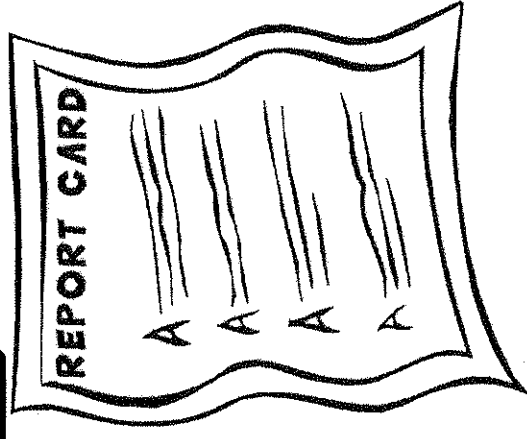
ELL students may exit the program if they meet the following criteria:

- Score proficient on each section of CELLA, and
- Score at least a level 3 on the FSA ELA assessment.



## ELL PLAN

Continued...



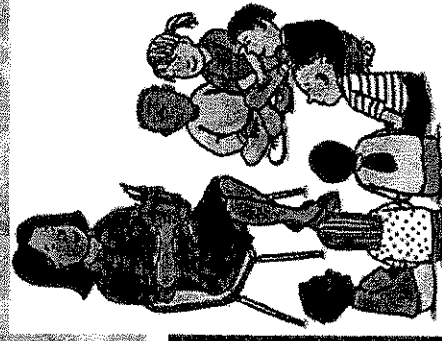
### Monitoring Procedures:

- The student's ELL committee will look at report cards, test scores and classroom performance to determine if a student who has exited the program should be reinstated.

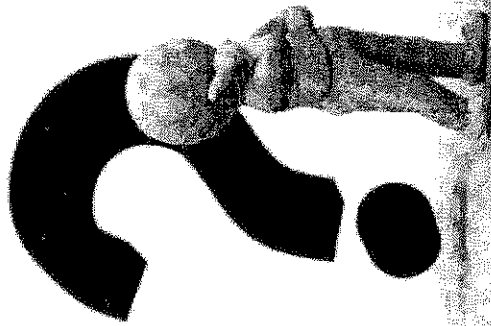


# TEACHER REQUIREMENTS

| CATEGORY I                                     | CATEGORY II  | CATEGORY III  | CATEGORY IV   |
|--|--|---|---|
| Primary Language Arts/English Teacher          | Social Studies, Mathematics, Science and Computer Literacy | All other subjects not included in Categories I or II | School Administrators & Guidance Counselors                                   |
| ESOL Endorsement: 300 in-service credit points | 60 in-service credit points                                | 18 in-service credit points                           | 60 in-service credit points   |
| Applied Linguistics (60 hours)                 |  |   |   |
| Methods of Teaching ESOL (60 hours)            |  |   |   |
| Curriculum and Materials (60 hours)            | Basic 60 for Category II Teachers (60 hours)               | Basic 18 for Category III Teachers (18 hours)         | ESOL for Administrators (60 hours)<br>ESOL for Guidance Counselors (60 hours) |
| Testing and Evaluation (60 hours)              |  |   |   |
| Cross Cultural Communications (60 hours)       |  |   |   |



Questions?



ELL PLAN

Continued...

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JIM NORTON  
SUPERINTENDENT



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150 Middle School Road  
Port St. Joe, FL 32456  
850-229-8256 • 850-639-2871  
Fax: 850-229-6089

July 13, 2015

Dear Parent:

Thank you for your interest in serving on our District Parent Advisory Council & ELL Parent Leadership Council. It is important for parents to be actively involved with all aspects of our Title I schools and the council's input is instrumental in the planning, reviewing, and implementation of supplementary programs.

You are invited to attend a council meeting at the District Office (OIS) on Wednesday, July 22, 2015 at 9:00cst/10:00est. At this time we will give an overview of the Title I programs at the elementary schools and how Title I funds impact instruction. We will also discuss the district's ELL Plan.

We look forward to seeing you!

Sincerely,

Lori Price  
Assistant Superintendent of Instruction

Martha Weimorts  
Assistant Superintendent of Special Services

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[www.gulf.k12.fl.us](http://www.gulf.k12.fl.us)

Danny Little  
District 1

Brooke Wooten  
District 2

Linda Roberts Wood  
District 3

Billy C. Quinn, Jr.  
District 4

John W. Wright  
District 5

**RESULTS**  
**Gulf County School District 2014-2015 Parent Survey**  
**Port St. Joe Elementary School**

1. Do you think the rules at your school are fair to your child?

|                | Yes   | No   | Not Sure |
|----------------|-------|------|----------|
| Actual Numbers | 237   | 8    | 13       |
| Percentage     | 91.9% | 3.1% | 5%       |

2. When your child had problems at school, should you contact the school to discuss them?

|                | Yes | No   | Not Sure |
|----------------|-----|------|----------|
| Actual Numbers | 253 | 4    | 1        |
| Percentage     | 98% | 1.6% | .4%      |

3. Are you satisfied with the discipline procedures at your child's school?

|                | Yes   | No   | Not Sure |
|----------------|-------|------|----------|
| Actual Numbers | 214   | 17   | 26       |
| Percentage     | 83.3% | 6.6% | 10.1%    |

4. Do you think your child has adequate and up-to-date instructional materials with which to work?

|                | Yes   | No   | Not Sure |
|----------------|-------|------|----------|
| Actual Numbers | 219   | 12   | 23       |
| Percentage     | 86.2% | 4.7% | 9.1%     |

5. Do you think your child is proud of his/her school?

|                | Yes   | No   | Not Sure |
|----------------|-------|------|----------|
| Actual Numbers | 240   | 3    | 14       |
| Percentage     | 93.4% | 1.2% | 5.4%     |

6. Do you think your child has other learning available when he/she completes his/her regular work?

|                | Yes   | No   | Not Sure |
|----------------|-------|------|----------|
| Actual Numbers | 192   | 15   | 45       |
| Percentage     | 76.2% | 6.0% | 17.8%    |

7. Does your child know how to use computers and practice Internet safety?

|                | Yes   | No   | Not Sure |
|----------------|-------|------|----------|
| Actual Numbers | 221   | 10   | 23       |
| Percentage     | 87.0% | 3.9% | 9.1%     |

8. Do you think the teacher gives your child individual help when he/she needs it?

|                | Yes   | No   | Not Sure |
|----------------|-------|------|----------|
| Actual Numbers | 221   | 3    | 31       |
| Percentage     | 86.7% | 1.2% | 12.1%    |

9. When your child fails to do an assignment, is it his/her fault most of the time?

|                | <b>Yes</b> | <b>No</b> | <b>Not Sure</b> |
|----------------|------------|-----------|-----------------|
| Actual Numbers | 202        | 28        | 24              |
| Percentage     | 79.5%      | 11.0%     | 9.5%            |

10. Do you think what your child is learning in school will help him/her in the future?

|                | <b>Yes</b> | <b>No</b> | <b>Not Sure</b> |
|----------------|------------|-----------|-----------------|
| Actual Numbers | 239        | 4         | 10              |
| Percentage     | 94.5%      | 1.6%      | 3.9%            |

11. Do you think your child is safe at school?

|                | <b>Yes</b> | <b>No</b> | <b>Not Sure</b> |
|----------------|------------|-----------|-----------------|
| Actual Numbers | 243        | 3         | 10              |
| Percentage     | 94.9%      | 1.2%      | 3.9%            |

12. Does your child's teacher utilize a variety of methods to teach and measure student progress?

(Examples: hands-on, centers, small group, projects, technology)

|                | <b>Yes</b> | <b>No</b> | <b>Not Sure</b> |
|----------------|------------|-----------|-----------------|
| Actual Numbers | 211        | 5         | 38              |
| Percentage     | 83.1%      | 2.0%      | 14.9%           |

**Gulf County School District 2014-2015 Parent Survey  
Port St. Joe Elementary School  
continued**

Comments:

**If you don't feel your child is safe at school, explain why?**

This question was not as visible as it needed to be for parents to answer. No one answered within this area.

- 1. What do you like about this school?**
  - A. The new SOAR discipline program and security measures
  - B. Bond between students and teachers
  - C. Friendly, caring staff
  - D. Really like the workshops for parents; very informative
  - E. The many ways to keep parents informed – Math Mania, etc.
  
- 2. In what ways do you think we can improve the school?**
  - A. Do away with Common Core
  - B. More after school programs
  - C. Stop testing so much.
  - D. School lunches could be better.
  
- 3. If the Principal and/or another educator has had a significant impact on your child's education, please explain in the space provided or contact the appropriate school district administrator.**

Eight educators were mentioned by name.

Dr. Sandra M. Cook

Jo Clements

Krissy Gentry

Donna Thompson

Sonya Hill

Anne Johnson

Bonnie Robinson

Kendall Hicks

| WEWAHITCHKA ELEMENTARY SCHOOL<br>PARENT SURVEY RESULTS<br>2014-2015  |  | Yes | No | Not<br>Sure |
|--|--|-----|----|-------------|
| 1. Do you think the rules at school are fair to your child?  |  | 241 | 9  | 10          |
| 2. When your child has problems at school, should you contact the school to discuss them?  |  | 252 | 2  | 5           |
| 3. Are you satisfied with the discipline procedures at your child's school?  |  | 217 | 13 | 29          |
| 4. Do you think your child has adequate and up-to-date instructional materials with which to work?   |  | 217 | 14 | 29          |
| 5. Do you think your child is proud of his/her school?   |  | 233 | 5  | 20          |
| 6. Do you think your child has other learning activities available when he/she completes his/her work?   |  | 207 | 9  | 43          |
| 7. Does your child know how to use computers and practice Internet safety?   |  | 203 | 21 | 30          |
| 8. Do you think the teacher gives your child individual help when he/she needs it?   |  | 225 | 10 | 24          |
| 9. When your child fails to do an assignment, is it his/her fault most of the time?  |  | 191 | 26 | 41          |
| 10. Do you think what your child is learning in school will help him/her in the future?  |  | 242 | 3  | 11          |
| 11. Do you think your child is safe at school?   |  | 242 | 5  | 11          |
| 12. Does your child's teacher utilize a variety of methods to teach and measure student progress? (examples: hands-on, Centers, small group, projects, technology)         |  | 224 | 4  | 31          |
| Parents- If you don't feel your child is safe at school, explain why.~<br>~Students are bullied.<br>~Students are fenced in, and cannot get out in an emergency situation. |  |     |    |             |
| 1. What do you like about this school?<br>~Small; caring teachers<br>~The principal<br>~Older and younger students are separated<br>~Teachers are great                    |  |     |    |             |

- ~Nice work environment
- ~Child's interest is top concern
- ~"Locked" campus
- ~Everyone is like family.
- ~My child prays before lunch.
- ~Security
- ~Atmosphere
- ~Friendly and organized
- ~Small class size
- ~Variety of teaching methods by teachers
- ~Support from teachers and staff
- ~I think WES has one of the best school principals I've ever experienced or seen in my life. Great teachers! Great staff! Great school!
- ~Excellent leadership and great communication
- ~Love how everyone handles things
- ~All teachers and staff are kind and courteous
- ~Parent Reading and Math Night
- ~The size
- ~Love that the only entrance is through the office
- ~ There is an armed police officer on campus when I am there.
- ~Personalities of the staff
- ~P.E.

2. In what ways can we improve this school?
- ~Have a principal who has children of her own and know what it is like
  - ~Class projects
  - ~Treat everyone equal
  - ~Allow parents to walk their children to the classroom.
  - ~Better communication between parents and teachers
  - ~Better pickup and dropoff method
  - ~Security cameras everywhere
  - ~Afterschool daycare program
  - ~More supervision on playground
  - ~Get away from Core test
  - ~Classes on hygiene
  - ~Cleaner environment is needed
  - ~More activities
  - ~Technology
  - ~Keep an open mind to new ideas.
  - ~Parents to feel more welcome on campus
  - ~Smaller class size
  - ~Lunchroom workers wear hairnets
  - ~Enclose the gym.
  - ~More tutoring programs to help students during the summer
  - ~Materials to help students prepare for the new standardized testing
  - ~Up-to-date computers
  - ~More lights around school... Very dark at night
  - ~Safety with keeping outsiders and guests off grounds
  - ~A principal that can relate to what family life is really like



- ~Teach Math the traditional way.
- ~Music and Art program
- ~Stop Bullying program
- ~More school sports i.e., soccer, football, basketball, and others
- ~Support teachers more... Free lunch or discounts
- ~Younger children do not go to playground in morning before the bell rings

3. If the Principal and/or another educator has had a significant impact on your child's education, please explain in the space provided or contact the appropriate school district administrator.
- ~Ms. Bobbie is a great teacher.
  - ~My daughter loves Ms. Tracy and Ms. Julie McMillian... Ms. McMillian is a great kindergarten teacher.
  - ~Ms. Jennifer Guffey is a caring teacher.
  - ~Ms. Weston has shared a love of science with my child.
  - ~Ms. Jennifer pushes my child to really work hard.
  - ~Mr. Brown has been a tremendously good influence on my son.
  - ~Mr. Brown has had a positive impact on my child.
  - ~Ms. Bowers has made school fun for my son.
  - ~Aimee Walsh is a wonderful teacher.
  - ~The principal for this year is great, love her.
  - ~Julie McMillian is an amazing teacher. She is helpful and patient to parents and students.
  - ~Ms. Julie McMillian made my grandchild feel welcome.
  - ~Ms. Bowers has been a wonderful principal and person for the school.
  - ~Love our principal and teachers and office staff- all of the staff
  - ~Mrs. Stephanie Bailey is one the best teachers that we have had.
  - ~My son loves his teacher, Mrs. Bailey and his principal Ms. Bowers.
  - ~Ms. Bowers has made a positive impact on the school as principal.
  - ~Ms. Darlene goes out of her way to help.
  - ~My son loves all the staff, Ms. Bowers especially, as he does not want to disappoint her.
  - ~Ms. Renee Lynn has had a significant impact
  - ~Aimee Walsh has been a God- send.
  - ~Mrs. Jennifer Guffey is an awesome teacher who goes above and beyond.
  - ~Love our principal, Ms. Bowers... Has helped and taught many, much respect to her
  - ~Ms. Darlene and Ms. Chelsey

| 2015 Title I Survey Results  |                |                |       |          |          |       |                   |                   |     |
|--|----------------|----------------|-------|----------|----------|-------|-------------------|-------------------|-----|
|  | PSJES          | WES            | PSJES | WES      | PSJES    | WES   | PSJES             | WES               | WES |
|  | Strongly Agree | Strongly Agree | Agree | Disagree | Disagree | Agree | Strongly Disagree | Strongly Disagree |     |
| 1. I feel welcome when I enter the school.   | 84             | 106            | 54    | 36       | 7        | 6     | 6                 | 10                |     |
| 2. The school schedules parent/teacher conferences in a flexible way so that I can attend.   | 66             | 85             | 73    | 58       | 3        | 8     | 7                 | 7                 |     |
| 3. Teachers regularly communicate with me.   | 65             | 76             | 62    | 57       | 14       | 14    | 10                | 9                 |     |
| 4. My calls, emails or notes to school staff are answered promptly.  | 82             | 82             | 59    | 54       | 10       | 16    | 50                | 8                 |     |
| 5. I have access to and regularly use email.   | 88             | 90             | 45    | 40       | 12       | 8     | 7                 | 14                |     |
| I prefer teacher communication to be:  |                |                |       |          |          |       |                   |                   |     |
| 6a. phone calls  | 82             | 69             | 37    | 36       | 7        | 4     | 4                 | 8                 |     |
| 6b. emails   | 63             | 44             | 36    | 33       | 11       | 10    | 20                | 15                |     |
| 6c. weekly classroom letters   | 76             | 58             | 39    | 36       | 6        | 9     | 5                 | 8                 |     |
| 6d. take-home folders  | 84             | 6              | 41    | 29       | 1        | 12    | 4                 | 8                 |     |
| 6e. assignment notebooks   | 63             | 48             | 43    | 31       | 5        | 12    | 6                 | 7                 |     |
| 6f. other (please specify: )   |                |                |       |          |          |       |                   |                   |     |
| 7. I feel knowledgeable about the school's expectations for my child.  | 80             | 56             | 60    | 57       | 6        | 8     | 7                 | 5                 |     |
| 8. I feel knowledgeable about what is going on at the school.  | 75             | 56             | 66    | 56       | 11       | 18    | 4                 | 5                 |     |
| 9. I know how to help my child with his/her homework.  | 69             | 57             | 58    | 42       | 20       | 21    | 13                | 7                 |     |
| 10. My child receives additional academic help when needed.  | 69             | 53             | 56    | 43       | 17       | 29    | 7                 | 10                |     |
| 11. My child is provided additional enrichment activities when regular work is completed.  | 60             | 49             | 65    | 56       | 13       | 14    | 7                 | 7                 |     |
| 12. The school provides our family with workshops or informational events.   | 56             | 53             | 77    | 51       | 13       | 22    | 6                 | 7                 |     |
| 13. The school provides our family with parenting resources.   | 49             | 51             | 70    | 43       | 14       | 20    | 7                 | 10                |     |
| 14. The school asks our input about my child and how he/she learns best.   | 47             | 47             | 62    | 46       | 20       | 25    | 12                | 10                |     |
| 15. I feel that parents are involved in decision-making at our school.   | 43             | 43             | 62    | 52       | 36       | 20    | 16                | 11                |     |
| 16. I have been invited to participate in school planning such as the school improvement plan, the Title I plan, parent involvement plan, etc. | 49             | 44             | 70    | 43       | 22       | 30    | 12                | 14                |     |
| 17. I feel knowledgeable about the Title I program.  | 39             | 38             | 65    | 45       | 32       | 26    | 15                | 19                |     |
| 18. I feel that my child has made adequate progress over the course of this school year.   | 84             | 65             | 58    | 47       | 7        | 15    | 2                 | 7                 |     |

## Sampling of Optional Comments

- There is a need for afterschool tutoring
- Improve communication with parents
- Excellent parent workshops
- Make campus safer
- Abandon Common Core
- Parents do not always have access to online resources
- Make parents/public feel more welcome
- Provide extra help for those students who need it
- Teachers and administrators are very dedicated

