

GULFSTREAM ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, Yubeda Miah, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Assurances

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)];
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].


Signature of Principal or Designee

9/29/16
Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: The staff and administration of Gulfstream Elementary believe that all students can learn; therefore, we accept the challenge to teach all students so they may attain their maximum educational potential. It is in this spirit that we would like to align ourselves as full partners with the parents of our students. Working together, all students will achieve their highest potential.

Review Rubric:

Mission statements are written concisely, free of jargon, and parent-friendly and inspire stakeholders to be involved and supportive of the program. Strong mission statements include:

- Explanation of the purpose of the parental involvement program;
- Description of what will be done; and
- Description of the beliefs or value of the LEA.

Review Status:**Review Comments:****Involvement of Parents**

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

Response: Response: Gulfstream Elementary believes in involving parents in all aspects of its Title I programs. The leadership team and EESAC share the responsibility for developing, implementing, evaluating, and modifying the various school level plans which include the SIP and PIP. Six of the members of the EESAC are parent (non-employee) representatives. In addition, EESAC parents were given the opportunity to review the plan and offer their input prior to approval. During the EESAC meeting when the PIP and SIP are reviewed, the committee will decide (with the input from EESAC parents) how the parental involvement will be distributed.

Review Rubric:

Strong responses include:

- Identification of the group responsible for the development, implementation and evaluation of the plans;
- Description of the procedures for selecting members of the group;
- Explanation of how the input from parents will be documented; and
- Description of the process and involvement of parents in the development of required plans; and
- Information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].

Review Status:**Review Comments:****Coordination and Integration**

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

count	Program	Coordination
1	Title I	Bilingual Parent Outreach Program Workshops for Hispanic parents on a variety of topics that will assist them in helping their children academically and socially.
2	VPK	The Title I office and VPK office will work together to coordinate transition

		programs for students entering the regular public school program. Activities may include: coordinated meetings with parents, VPK teachers, and the kindergarten teachers to discuss the specific learning needs of students, joint parent meetings to discuss transitioning, etc.
3	Individuals With Disabilities Education ACT (IDEA)	Supplemental instructional support provided by Title I will be discussed with parents during the development of the students' IEPs.
4	Title I	Homeless Outreach
5	Title I	Parent Portal Assistance Meetings
6	Title I	Volunteer Assistance Meetings

Review Rubric:

Strong responses include:

- Identification of the specific federal programs; and
- Description of how the programs will be coordinated.

Review Status:

Review Comments:

Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Develop agenda, handouts, and presentation materials that address the required documents	Principal, Assistant Principal	August 2016-May 2017	Copies of agendas, handouts
2	Develop and disseminate invitations	Parent Liason/AP	August 2016-May 2017	Flyer with date of dissemination posting on the school website
3	Advertise/Publicize event	Parent Liason	August 2016-May 2017	Posting on the school website, use of ConnectEd
4	Develop sign in sheets	Parent Liason/Administration	August 2016-May 2017	Sign in sheets for meeting and individual classrooms
5	Maintain documentation	Administration/Parent Liason	August 2016-May 2017	Title I documentation box housed in AP's office. Documentation will be shared with the District Title I office for monitoring purposes.

Review Rubric:

Strong responses include:

- Identification of specific activities or tasks;
- Identification of the person(s) responsible for completing the task;
- Reasonable and realistic timelines; and

- Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

Review Status:

Review Comments:

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

Response: The leadership and staff of Gulfstream Elementary School have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. Meetings will be offered alternatively in the mornings and evenings on a bi-monthly basis to provide information to parents on how to help their children in school. Additionally, home visits will be arranged for parents without transportation to provide information on activities and services offered to parents through Title I. The parent liason will maintain records of parent participation. The schedule may be modified as needed based on parents' participation.

Review Rubric:

Strong responses include:

- Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and
- Specific examples of the flexible schedule offered to parents.

Review Status:

Review Comments:

Building Capacity

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Open House	Administration	Information on school policies and resources to help students achieve academically	September 2016	Parental Involvement; Sign in sheets
2	Dissemination of Florida Standards	Administration, Reading, Math, and	Parents will be provided with grade specific	August 2016	Notices in newsletters;

		Science Liaison	brochures outlining and identifying the standards and strategies they can use to help their child		Principal documentation of distribution dates
3	Movie Night	Adminsitration and Reading Liaison	The merge of reading with technology; modeling identifying compare & contrast situations to parents and students	December 2016	Parent Involvement with child; sign-in sheet
4	Science Fair Night	Science Liaison	Subject Specific Information	December 2016	Parent Involvement with child, sign-in sheet
5	Parent-Teacher-Student Data Chats	Administration, Leadership Team and Classroom Teachers	Teachers will conduct individual conferences to inform parents of student progress and grade level expectations	August 2016-May 2017	Sign-in sheets and handouts
6	Author's Night	Reading Liaison and Curriculum Support Team	Parents will be provided with strategies that will assist with helping students become life-long readers	November 2016	Sign-in sheets and handouts
7	Technology Training	Parent Liaison	Provide parents with websites as well as teach parents how to stay connected with teachers through parent portal	November 2016	Sign-in sheets, handouts, and agendas
8	3rd-5th Grade FSA Parent Night	Administration, Reading Leader, Math Leader, and 3rd-5th Grade Teachers	Provide parents with test-taking strategies as well as benchmark information and individualized data conversations with parents regarding current levels of performance, NGSS and Common Core Standards	January 2017	Sign-in sheets and handouts
9	4th & 5th Grade FSA Writing Event	Administration, Reading Leader, and Fourth Grade Teachers	Provide parents with writing tips	January 2017	Sign-in sheets and handouts
10	K-2nd Grade SAT-10 Parent Night	Administration, Reading Leader, Math Leader, K-2nd Grade Teachers	Provide parents with test-taking strategies as well as benchmark information and individualized data conversations with parents regarding current levels of performance and Common Core Standards	January 2017	Sign-in sheets and handouts
11	Florida Alternate Assessment Parent Night	Administration, Program Specialist, SPED Teachers	Provide parents with test-taking strategies as well as benchmark information and individualized data conversations with parents regarding current	January 2017	Sign-in sheets and handouts

			levels of performance and ACCESS Points		
12	Monthly Newsletter/Calendar	Administration	Parents are provided with academic events that will occur each month. This will allow parents to assist their children in making connections with school events and real-world experiences	August 2016-May 2017	Notices in newsletters; Principal documentation of distribution dates
13	Parent Workshops	Title I Staff, Administration, CIS	Parents will be provided with information on a variety of topics to assist in their child's education	August 2016-May 2017	Parent Involvement-in sheet

Review Rubric:

Strong responses include:

- Description of the content and type of activity including the following:
 - o The state's academic content standards and state student academic achievement standards, State and local assessments including alternative assessments, Parental involvement requirements of Section 1118, and How to monitor their child's progress and work with educators to improve the achievement of their child;
- Identification of the person(s) responsible;
- Correlation to student academic achievement;
- Reasonable and realistic timelines; and
- Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task

Review Status:

Review Comments:

Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Grade Level Meetings	Administration	Increase student achievement through home-school effective communication	May 2017	Successful Parent-Teacher Conferences
2	Faculty Meetings	Administration	Increase student achievement through home-school effective communication	May 2017	Successful Parent-Teacher Conferences
3	Job Embedded Professional Development	Administration	Increase student achievement through home-school effective communication	May 2017	Successful Parent-Teacher Conferences

Review Rubric:

- Content and type of activity including the following: Value following:

- Valuing of parental involvement,
 - Communicating and working with parents,
 - Implementation and coordination of parental involvement program,
 - Building ties between home and school,; and
 - Cultural sensitivity;
- Identification of person(s) responsible;
 - Correlation to student academic achievement;
 - Reasonable and realistic timelines; and
 - Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task.

Review Status:

Review Comments:

Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

Response: The Parent Resource Center is open throughout the day in Media Center for parents to use. The Media Center is also open throughout the day for parents to access the use of computers as needed. Several workshops/informational sessions will be provided based on the needs of the parents.

Review Rubric:

Strong responses include:

- Identification of the type of activity;
- Specific steps necessary to implement this activity;
- Person(s) responsible;
- Timeline; and
- Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

Review Status:

Review Comments:

Communication

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

- Timely information about the Title I programs [Section 1118(c)(4)(A)];
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]; and

- If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents' comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

Response: At the annual meeting of parents in August, Gulfstream Elementary School will hold a general meeting where information will be presented about the Title I programs, the curriculum, and the academic assessments. Parents will learn how to schedule parent-teacher conferences and about the opportunities for participation in decisions related to their child. Parents will be given a copy of the parent handbook, which includes more detailed information on these topics and a copy of the Parent Involvement Plan (PIP). Upon conclusion of the general meeting, parents will be invited to visit their child's classroom and meet staff. During the classroom visits, teachers will provide additional information on the subject they teach, assessment plans, and how parents can help at home. The same information will be provided in an informational packet distributed the following day for all parents unable to attend. Teachers will maintain sign-in sheets and provide a copy to the assistant principal who will also maintain documentation on the dissemination of information, distribution methods, and timelines. Information of upcoming meetings will also be provided through flyers, Connect-ED and the website.

Review Rubric:

Strong responses include:

- Process for providing information to parents;
- Dissemination methods;
- Reasonable and realistic timelines for specific parent notifications; and
- Description of how the school will monitor that the information was provided.

Review Status:**Review Comments:**

Accessibility

Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

Response: Part of our commitment at Gulfstream Elementary School, includes providing full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children through ensuring that all school correspondence and communication are in both English and Spanish, as well as by providing translation services as needed and assistance upon request for those parents with disabilities. In addition, the school will host meetings on an array of subject areas through the Bilingual Parent Outreach Program. The school will disseminate information through various sources such as parent letters, flyers, Connect Ed messages, posting on the school's website, progress reports and report cards, informational letters that go along with instructional software and how to implement it at home, STAR and FAIR reports, Reading Plus reports, FSA results and data interpretations provided by the State's Department of Education, and last but not least, parents and teachers meet to speak to discuss their child's academic progress so that the student's strengths and weaknesses can be addressed. The same information will be provided the following day for all parents unable to attend. Teachers will conference with students who have

Progress Monitoring Plans and contact parents regarding strategies either in person or on the phone. Parents will be encouraged to discuss their child's performance with the teacher any time during the school year. Resources and additional information will be found in the school's Parent Resource Center. All letters and communication flyers sent home with students will be written in English and Spanish in order to meet the needs of the student population. Connect-ED messages will be done bilingually, in both English and Spanish. Bilingual Parent Workshops will be conducted to provide information in the home language of the parents.

Review Rubric:

Strong responses include:

- Process the school will use for translating information into a parent's native language;
- Description of how the school will ensure that parents with disabilities will have access to parental involvement activities and/or services;
- Description of how the school will ensure that information is available to parents considering the fluctuating student populations;
- Specific languages in which information will be provided; and
- Process the school will use to monitor that schools provide information to parents in a language they can understand, if feasible.

Review Status:**Review Comments:**

Discretionary Activities

Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:
☒ Not Applicable

Review Rubric:

Strong responses include:

- Identification of the activity which may include the following:
- Involving parents in the development of staff training, providing literacy training, paying reasonable and necessary expenses to conduct parental involvement activities, training parents to help other parents, adopting and implementing model parental involvement programs, organizing a local education agency parent advisory council, and/or developing roles for community organizations and/or business in parental involvement activities;
- Description of the implementation strategy;
- Identification of person(s) responsible;
- Correlation to student academic achievement; and
- Reasonable and realistic timelines.

Review Status:**Review Comments:**

Upload Evidence of Input from Parents

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

Uploaded Document

Review Rubric:

Review Status:

Review Comments:

Upload Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload an electronic version of the Parent-School Compact.

Uploaded Document

Review Rubric:

School-Parent Compact must include the following components:

- Description of the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student academic achievement standards;
- Identification of ways parents will be responsible for supporting their children's learning (for example, monitoring attendance, homework completion, or television watching; volunteering in their child's classroom; and participating as appropriate in decisions relating to the education of their children and positive use of extracurricular time); and
- Highlight the importance of communication between teachers and parents on an ongoing basis through, at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child's achievement; Frequent reports to parents on their child's progress; and Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- Evidence that parents were involved in the development/revisions to the compact [Section 1118(d), ESEA].

Review Status:

Review Comments:

Upload Evidence of Parent Involvement in Development of Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how

parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

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

Uploaded Document

Review Rubric:

Review Status:

Review Comments:

Evaluation of the previous year's Parental Involvement Plan

Building Capacity Summary

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Title I Orientation Meeting	1	67	Increase student achievement through home-school collaboration
2	Beginning of the Year Orientation	1	196	Increase student achievement through home-school collaboration
3	Open House	1	336	Increase student achievement through home-school collaboration
4	Pre-K Early Childhood Meeting	1	60	Increase student achievement through home-school collaboration
5	Parent Academy	1	4	Increase student achievement through home-school collaboration

Review Rubric:

Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

Review Status:

Review Comments:

Staff Training Summary

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Weekly Grade Level Meetings	30	35	Increase student achievement through home-school collaboration
2	Bi-Weekly Faculty Meetings	15	120	Increase student achievement through home-school collaboration
3	Professional Learning Community-Individual Education Plan	2	30	Increase student achievement through home-school collaboration
4	SPED Meetings	8	60	Increase student achievement through home-school collaboration

Review Rubric:

Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

Review Status:

Review Comments:

Barriers

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the 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) [Section 1118(a)(E)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Language Barrier (Hispanic Community)	Bilingual Workshops/Flyers/Connect Eds
2	Language Barrier (Deaf/Hard of Hearing Community)	Interpreter
3	Large population of working parents	Activities offered at night

Review Rubric:

Strong responses include:

- Identification of barrier which hindered 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); and
- Description of how the LEA will use the information gathered from the evaluation to design strategies for more effective parental involvement policies described in Section 1118.

Review Status:

Review Comments:

Best Practices (Optional)

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

count	Content/Purpose	Description of the Activity
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Review Rubric:

Activities described in this section should be correlated to student achievement and include sufficient detail that another LEA or school could use the information to develop a similar program.

Review Status:

Review Comments:
