**2015-2016 School Parental Involvement Policy/Plan**

**School: Gateway School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ LEA: Orange county\_\_\_\_\_\_\_\_\_\_\_**

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(b)(1) of the Elementary and Secondary Education Act (ESEA). The policy establishes the expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, and is incorporated into the schoolwide Title I / School Improvement Plan submitted to the Florida Department of Education (FDOE) as required in Section 1114(b)(2) of ESEA.

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**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 school wide 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)];
* Inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Centers (PIRC) in Florida, i.e., PIRC of Family Network on Disabilities in Florida (FND) and PIRC at University of South Florida (USF) [Section 1118(g)];
* 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)].

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| **Signature of Principal or Designee**  | Date Signed |

**Mission Statement**

Parental Involvement Mission Statement (Optional)

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| Response: All the staff at Gateway School will provide support and guidance to our students and their families through effective communication and access to the school community and supporting community agencies. |

**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 [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

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| **Response:** Our school will organize through:Student and Parent Orientations which will be held three times per week at different hours On Tuesday and Friday mornings from 8:00am to 10:00 Am and on Thursday afternoons from 2;oo Pm to 4:00Pm to accommodate parents work schedule.During orientation, parents collaborate and are provided with vital information regarding our Title I setting. The policies and procedures, recommendations and input from the parents in the orientation will be used as our guideline in working with our parents in the development of our school Parental Involvement Plan. To maintain a positive rapport with our parents Gateway will provide follow-up meeting throughout the year via phone conferences or face to face contact as needed. Our administration, staff and parents will collaboratively assume accountability for the effectiveness of the plan. This will be measures and assessed through surveys, evaluations and review of academies and behavioral data process. SAC Meetings will be held so that parents can attend (open parent invitation).IEP, BIP Meetings, Transition Meetings and Case StudiesThe Behavior Team, Teachers, Parents/Guardians and over all school-wide staffing will be responsible.Orientations will be conducted three days per week with flexible hours to accommodate the needs of individual parents. Orientations are also available through phone conferences by parent’s request. Transitional, IEP and Behavioral meetings will be conducted as needed and every nine (9) weeks.We will show accountability through full revisions of IEP's, BIP's, student worksheets, classroom observations and interventions. |

**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)].

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| **count** | **Program** | **Coordination** |
| 1 | Academic Recovery Program | Gateway School offers tutoring in Math and Reading to students in grades 6-12 who are in danger of falling grades  |
| 2 | Career and Technical Education | Gateway School offers 4 vocational academies: Cosmetology, Practical Arts, Culinary Arts, and Basic Patient Care to SWD in grades 9-12. Career Exploration is available to students in grades 7 and 8.Students are also afforded the opportunity to take elective courses in Career Education and Career Preparation.  |
| 3 | Supplemental Academic Instruction (SAI) | Two teachers will be granted 7th period supplements to provide remediation to our bottom 25% of students in the areas of writing and reading. |
| 4 | Title I, Part A | Gateway School is a Title I school that receives funding accordingly. Monies from Part A help to purchase reading materials for low performing students. Our staff development budget is used for both on and off campus trainings. The parental involvement budget is used to provide parents with various informational materials including but not limited to, a student handbook, vocational brochures, and funds parental empowerment fair. Select parents will also attend a family involvement conference. |
| 5 | Student Transition Program | Transition staff will continue to provide weekly support to our transition students at their home school. She will continue to be the liaison between student, parent, Gateway School and the student's Home School. She will continue monitoring and documenting and reporting progress or lack thereof. She will assist in identifying areas that require improvement and make recommendations as necessary to assist in student success.  |
| 8 | Read Aloud | At Gateway the Reading teachers provide extra help for students that experience reading problems. Reading Coaches are responsible for daily reading activities for students with who are identified as reading below the required reading level. They engage students on a daily basis and conduct reading activities in the library. On Thursdays at 8:30 am., a special reading activity in the library called Read Aloud will be coordinated. Each teacher will attend with his/her class during that class period. The Reading/Language Arts teachers conduct the setting up and choose the speaker for each Read Aloud sessions |

**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 (school wide 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)].

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| **count** | **Activity/Tasks** | **Person Responsible**  | **Timeline** | **Evidence of Effectiveness** |
| 1 | Supplemental Education Services (tutoring during school) | Reading Coaches | Meet your teacher day (August 27, 2015 | Sign in sheets |
| 2 | Direct & Systemic Instruction Comprehensive Academic Achievement Plan NGSSS | Teachers/Instructional Coach | Throughout the school year | Sign in sheets |
| 3 | Annual School-wide Meetings | Title I contact, Principal | Held during school hours | Sign in sheets |
| 4 | Orientation & IEP Meetings | Deans/Staffing Specialist, Social Worker, Mental Health Counselor, Teachers and School Psychologist. | Held during school hours- all meetings set | Sign in sheets/Parental Evaluation/ Feedback |
| 5 | Student Transitional Report | Transitional Staff | As needed | Tracking through documentation and successful student transition. |
| 6 | Tutoring In Math and Reading | Tutor | As recommended based on student's grades | Tracking by referrals from teachers |

**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)].

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| **Response:** The staff at Gateway School is available for parental contacts and meetings during school hours 7:00am - 2:30pm. We also accommodate parents /guardians who cannot attend meetings during the regular school hours with home visits and phone conferences. Parents/Students Orientation are held three times per week. Tuesdays and Fridays morning at 8:00am to 10:00am EST and on Thursdays afternoon at 2:00pm. If parents are unable to attend the orientation at the regular time accommodations are made meet the parent’s needs It is the responsibility of all Teachers, Social Worker, SAFE Coordinator, Mental Health Counselor, Dean and School Administrators to make every necessary attempt to accommodate parents so that good communication can be maintained between the school and parents. The staff member(s) will make the first contact by phone. Each phone call is logged with the date, time and the person contacted. Spanish and Creole interpreters are available for all ESOL Parents. All visits and meetings will be documented through Sign in sheets/ Parent Conference Notes/referrals/recommendations. |

**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)].

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| **count** | **Content and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Parent Involvement | All Staff | Parents will be provided with brochures, student code of Conduct, newsletters, Student/Teacher Compact Information | During the 2015-2016 school year | Increase in parent involvement and student achievement. |
| 2 | SAC Meetings | SAC Chairperson | Promotes faculty and parent involvement. | Quarterly | Student Assessment |
| 3 | School-Wide Events | All Staff | Promotes faculty and parent involvement. | Annually | Student Assessment |
| 4 | Parent Empowerment Day | All Staff | All staff and parents become aware of the resources that are available to them within the community. Flyers give information on events as well. | One time annually | Increase in parent involvement and student achievement. |
| 5 | Parent/ Child/ Children Orientation | Deans | All staff /Parents/ Student and Teachers | Three times per week | Increase parental involvement. Increase Teachers /Parents Student's awareness of responsibilities according to school policies and procedures for safety and expected learning gains. |
| 6 | Parents Conferences | Administration/ Teachers/Behavioral Staff School Mental Health Counselor | Students’ Progress and Transitional updates/Behavioral Concerns  | As needed | Sign -In Sheets |
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**Staff Training**

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

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| **count** | **Content and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Increasing Parent Involvement Workshop | The Curriculum Team and Title Coordinator  | Promote faculty and staff involvement to increase student achievement | Two times per month | Student Assessment Data. Sign in sheets /minutes and agenda |
| 2 | Bullying /Gang Prevention | Administrative Staff/ Deans  | Breaking behavioral barriers  | Annually | Sign -In Sheets |

**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)].

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| **Response:** School-Wide Events: The focus of school-wide events is to collaborate and maintain student interest and excitement throughout the year. School wide events are implemented to increase parental involvement and build community awareness. Some of these are as follows: Middle and High School Spelling Bee May 2016\*Hispanic Heritage Month October 2016\*Holiday Celebrations Around the World December 2016,Celebrating Literacy Week January 2016\*Black History Month 2/2014,\*Girls Tea 4/2016,\*Career Day Fair 4/2016, \*Men of Purpose 6/2016,\*Awards Ceremony, 6/2016 \*Field Trips 10/2015, 2/2016, 5/2016. We take great pride at Gateway School in leading our students into the future through the learning process. |

**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 school wide 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)].

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| **Response:** The staff at Gateway school has a strong commitment in engaging positive communication with our student’s parents/guardians regarding student’s daily activities. This includes student achievements, behaviors, social skills, learning gains and transitional process. We keep families informed through flayers, letters, newsletters, email phone calls reconnect and meetings. We encourage our parents to attend decision-making meetings with our teachers/ School Advisory Committees/Health Counselors and the Safe Communities so that they can take active role in decision making in their Child/ Children education. . |

**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)].

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| **Response:** At Gateway school all staff is culturally aware of the needs of the students from different ethnic and diverse background. To meet the needs of each individual student all teachers are ESE trained They have the knowledge and language background to take on the role of translators to interpret and assist our parents. We have several staff members that speak and read Spanish and Creole. The parents are informed in their native language about school activities through flyers, letters, phone calls, emails and in person and by translators. Additional assistance is available to the parents through home visits.For parents requiring assistance with languages other than Spanish and Creole the District resources are utilized.  |

**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:

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| **count** | **Activity**  | **Description of Implementation Strategy** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** |
| 1 | Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];and | Tutoring/Parents workshop | Staffing Specialist / Title 1 coordinator/CRT Personnel | Increase student’s achievement and decrease negative behaviors. | Throughout the year |
| 2 | Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)]; and | Parents workshop /Parents mentoring and Shadowing Teachers  | ESE teachers / Behavioral Team | Decrease negative behaviors/ arrest and improve parental skills | Throughout the year |
| 3 | Training parents to enhance the involvement of other parents [Section 1118(e)(9)]; | Tutoring /Parenting Workshops  | Staffing Specialist/ Placement Specialists / Mental Health Social Workers and Behavior | Increases students’ academic achievement. Enchanted Social Skills and increased parental involvement through appropriate training and modeling  | Throughout the year. |
| 4 | Maximizing parental involvement and participation in their children’s education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)]; | All teachers, behavior personnel and Health Care providers which includes Safe Coordinator, Social Workers, Mental Health Counselor Attendance Social Workers and Staffing Specialist are responsible for the implementation conferences. | Behavioral Team, Staffing Specialist, Administrative Staff and School Social Worker, MHC, SAFE. | Increased Student Achievement/Parent knowledge of learning. | Throughout the year. |
| 5 | Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)]. | Other activities as requested. | Title I Coordinator/Dean | Increased student achievement and parental involvement. | Throughout the year. |

**Upload Evidence of Input from Parents**

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

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| [Uploaded Document](file:///C%3A%5CUsers%5C29953%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.IE5%5C9GTMPTYA%5CfileUploads%5C480591_2012-2013_uploadEvidenceParentInput.pdf) |

**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.

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**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.

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**Evaluation of the 2015-2016 Parental Involvement Plan**

**Building Capacity Summary**

Provide a summary of activities provided during the 2011-2012 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.

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Parent Involvement | 36 | 73 | Parents will be provided with brochures, Student Code of Conduct, newsletters, Student/Teacher Compact Information. |
| 2 | SAC Meetings | 4 | 6 | Promotes faculty and parental Involvement in his/her child's education and increases communication with parents and teachers. |
| 3 | School-Wide Events | 7 | 51 | Promotes faculty and parent involvement. |
| 4 | Achievement Awards | 1 | 11 | To recognize academic achievement and promote Parental Involvement. |
| 5 | Girls Tea | 1 | 25 | To promote Social Skills and increase Parental Involvement. |
| 6 | Health Forum | 1 | 10 | To promote Health awareness among students and parents. |
| 7 | Holidays around the World | 1 | 8 | To promote cultural awareness with the community and the school. |
| 8 | Men of Purpose | 1 | 5 | To promote appropriate male interaction and bonding. In addition, increase social skills and team building in male students.  |

**Staff Training Summary**

Provide a summary of the professional development activities provided by the school during the 2011-2012 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)].

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Increasing Parent Involvement Workshop | 6 | 60 | Promote faculty and staff involvement to increase student achievement |
| 2 | Parent Conferences  | 36 | 140 | Transition Information’s/ Behavior/ Academics |

**Barriers**

Describe the barriers that hindered participation by parents during the 2011-2012 school year in parental involvement activities. Include the steps the school will take during the 2012-2013 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)].

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Transportation | Offering financial assistance for transit fare or gas reimbursement |
| 2 | Limited financial resources | Offering reimbursement for bus fare. Make referrals to food banks and other charity agencies as needed. |
| 3 | Language | Providing Interpreters for parents with limited English proficiency. Have information in parent’s native language. |
| 4 | Unemployment | Refer to Employment Agencies |
| 5 | Geography/too far | Pair parents from the same area to share viable transportation. |

**Best Practices (Optional)**

Describe the parental involvement activity/strategy the school implemented during the 2011-2012 school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

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| **count** | **Content/Purpose** | **Description of the Activity** |
| 1 | Increasing Parent Participation | All of the parents of the students at Gateway school are invited annually to an afternoon event ‘Ladies Tea’. This event is like the Grammy Awards in Hollywood. It is sponsored by members of Phi Delta Kappa (educational sorority). The girls are elegantly dressed in formal wear. Under the guidance and supervision of the staff at Gateway School and members of the Phi Delta Kappa female students are encouraged to show poise and grace while having tea. They are taught to show appropriate eating etiquette, social skills, and grace. The parents are given the opportunity to witness their daughters in their splendor. Guest speakers are invited to speak on parental skills and the value of parental involvement and encourage continued educational support. |
| 2 | Effective Communication | All of the staff at Gateway school take on added responsibility to increase communication between the school and parents. This is accomplished through phone calls, home visits, flyers and e-mails. Teachers volunteer to act as interpreters for parents with limited English proficiency. Teachers take time out of their planning periods to make individual phone call to parents informing them of their child/children educational and behavioral progress and limitations. In addition, to review these areas in IEP and transitional progress. Special invitations are also extended to parents to take an active role in SAC committees, field trips, volunteering at the school and providing input regarding the School Improvement Plan and the Parental Involvement Policy/Plan. |