## GOLDEN GATE HIGH SCHOOL Title I, Part A Parental Involvement Plan

I, Dr. Tobin Walcott , 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)].

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

**Mission Statement**

Parental Involvement Mission Statement (Optional)

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| **Response:** Golden Gate High School staff and administration will create opportunities for parents/guardians to be more involved, engaged, and informed in order to ensure success for all students. |

**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:** Phone messages and/or fliers in three languages will be distributed to notify parents about SAC and Parent Meetings in which Title One plans, policies, use of funds, etc. will be discussed. Meeting information will also be available on our school website and on our marquee.     At SAC meetings and Parent University Trainings, school administration will provide information on Title I programs (including how funds for Parent Involvement will be used), request for input, recruit volunteers to assist with Title I PIP initiatives, and share the planning, implementing, and evaluating of the Title I PIP.    All discussions and conversations regarding Title I parent input and decisions will be documented on SAC minutes.    Targeted audience will receive phone calls from various staff members.    School newsletter will feature a "Parent Involvement News" section highlighting upcoming events. |

**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 | Committee Meetings through ESE and ELL programs. | Parents are notified by phone and in writing and meetings may include student, parents, teachers, and other school personnel who work as a team to support parents in helping their child. |
| 2 | Newsletter | Newsletters will include advice for parents as to how they can become more actively involved in their child’s school life. Newletters will also include parent meeting and training notifications. |
| 3 | Parent Trainings | Parent trainings will be conducted by staff, administration, and/or community organizations to address current federal, state, and local issues impacting student academics, attendance, and discipline. |
| 4 | One-on-one parent trainings | Parents will be encouraged and recruited to receive one-on-one training on various technology tools available on school and district websites, links, and software. |
| 5 | Special Celebration Night | Parents will be invited to participate and/or facilitate various grade-level and school-wide celebration events. |
| 6 | STEAM Conference | Parents will be exposed to STEAM and recruited to participate in STEAM Conferences. |
| 7 | Tri-Lingual Academic Summit | Parents will be invited to participate in parent outreach classes conducted by district and community representatives on how to best help their children in the areas of scholarships, academics, early childhood, and career pathways. |
| 8 | Social Media Awareness | Parents will be invited to a presentation on how Social Media can improve communication with the school and home. Parents will be introduced to Facebook. |
| 9 | Parent Institute Coordination | Coordination with FSCG Staff to provide parents with the necessary tools and resources to help their children succeed in the classroom and beyond. |

**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)].

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| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Annual Title I Meeting/Open House | Assistant Principal | August 29, 2016 | Send invitation (in three languages represented at GGH) with students to take home. Send invitation via Twitter, District calendar and school website. Discuss Title I status during Annual Title I Meeting. This includes use of funding, parent meetings & trainings. etc. Flyers & sign-in sheets. |
| 2 | Freshman Orientation | Administration and Counselors | August 12, 2016 | Invitation and Digital Documentation of student events, Link Crew (Student Leader) trainings, and presentations. |

**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:** Golden Gate High School will provide many opportunities throughout the year to inform parents about individual school programs, scholarship opportunities, graduation requirements, etc. We will provide translations in Spanish and Haitian Creole at every parent meeting and training. Fliers and phone messages will also be provided in three languages. While most general meetings will take place in the afternoon (after school) or evening, we will also provide parent training opportunities on weekends. Individual parent trainings will be provided at the school Parent Resource Center during school hours. We will be hosting opportunities for parents to participate and engage in school-day activities in regards to student achievement. |

**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 | Parents will receive letters informing them of their right to request info. about the qualifications of school staff and of those who are not considered Highly Qualified. | Principal | Highly Qualified Teacher Requirements | October and February | Copies of Letters |
| 2 | Parents will receive agreement for them and their child and a school administrator to sign which states their commitment to the student’s success. | Assistant Principal | Partnership | August | Signed Compacts |
| 3 | Parent Training on ESE | Principal, ESE Department, Dean, and Outside Agencies | Parent Training targeted for ESE student parents. Training will increase parents' knowledge of the state and district policies regarding FAPE, ESEA, and NCLB impact on ESE students. Parents will be able to apply acquired skills from this training to better support their child's education at the school and post-secondary experiences. | January | Agenda, Sign-in Sheets |
| 4 | Parent Training on ELL | ELL Department | Parents of targeted ELL students will be invited to attend a weekend training on Parent Portal, Gradebook, Angel, and other school/district instruments to better monitor and support their child's education. The training will also provide parents the skills to understand and apply CELLA test results to support their child's education. | December | Agenda, Sign-in Sheets |
| 5 | Parent Training on Promotion and Retention | Administration and Parent Involvement Committee | Parents' knowledge and understanding of state and district requirements for promotion and retention will enable parents to better guide and support their children with creation of long-term goals for success during their high school years as well as planning for post-high school opportunities. | February | Agenda, Sign-in Sheets |
| 6 | Parent Training on "How to Understand Data" | Coaches, Administration, and Parent Involvement Committee | Parents' knowledge and skills will increase on identifying and evaluating various student, school, and district data. This training will enable the parents to be more engaged and empowered to assist in designing, implementing, and evaluating various school programs, initiatives, and events. | April | Agenda, Sign-in Sheets |
| 7 | Parent Training on Social Media Safety and Proper Usage | Assistant Principal, Media Specialist, and Building Technology Coordinator | Parent's knowledge will in increase and their monitoring skills will improve in supporting student usuage of social media. Parents will acquire the knowledge to communicate more effectively and efficiently with school staff utilizing various district approved social media sites. | October | Agenda, Sign-in Sheets |
| 8 | Parents Training on "How to Navigate Achieve 3000 website". | Reading Coach and Achieve 3000 Representative | Parents will be able to monitor and motivate their children as they acquire the knowledge and skills of naviagating the Achieve 3000 website. | October | Agenda, Sign-in Sheets |
| 9 | Parent Instititute workshops | Assistant Principal / FSCG Staff | Parents will be empowered by providing them with the necessary tools and resources to help their children succeed in the classroom and beyond | Series of 3 throughout the year | Flyers, Sign-in Sheets |

**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 | Communicating Effectively with Parents (on the phone, in person, through a translator) | APC…Counselors | Talking with parents takes time but is worth the effort as their involvement is highly correlated with student success. | Staff In-Service Throughout the Year | Staff Training Schedules/Sign-in Sheets |
| 2 | Creating Positive Relationships with Students and Parents Identified as Economically Needy | Assistant Principal | Understanding the services available to students identified as "homeless" and "Economically Needy" will increase student attendance, decrease teacher-student conflicts, and improve parent communication. | August, 2016 | Agenda / Informal Assessment / Sign-in Sheets |
| 3 | Creating Partnerships with Parents and Community | Assistant Principal | Positive staff-student relationship building will increase communication and trust. | August, 2016 | Agenda / Informal Assessment / Sign-in Sheets |
| 4 | Understanding Title I Compliance | Assistant Principal | This training will increase staff and faculty support in preparing, distribution, and collection of compliance paperwork needed for Title I. | August, 2016 | Agenda/ Informal Assessment |

**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:**   Opportunities will be provided for parents to receive assistance and training with filling out online and hard copies of financial aid and scholarships applications. In partnership with Champions for Learning, parents and their children will receive one-on-one tutorial and guidance in preparation for post-secondary plans.    Parent Resource Room will be promoted to parents. They will be encouraged to utilize various available technology as well as printed materials to better understand their child's, school's and district's data. |

**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)].

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| **Response:** At our Annual Title I Meeting/Open House in August, the Assistant Principal will provide information (with translation provided in Spanish and Creole) about the Title I program. Parents have the opportunity to meet with each individual teacher for course information. Counselors, academic coaches, and all administrative staff are also available to discuss individual student needs and graduation requirements. Student volunteers are also provided to assist parents with translation as they meet with school personnel. Refreshments will be provided at the meeting.    Parent Trainings will be provided in August, November, March, and April to highlight specific topics related to federal guidelines, state and local policies, various student-assessments, discipline and attendance, promotion and retention, and parent support. |

**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:** Translation headsets have been purchased for all general meetings. Tutors and other bilingual school personnel are used to make information accessible to all. Phone messages and many documents are delivered in the 3 primary native languages of our community, English, Spanish, and Creole.  School newsletter will have a section dedicated to Parent Involvement and Title I. This will also be printed in English, Spanish, and Creole.  Parents with disabilities will be able to request one-on-one interpretation of all documents and explanation of parental involvement activities/services by contacting the school and scheduling an appointment. |

**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 | Parent Involvement Committee Meetings | Committee Members | Parent Involvement | 2016-2017 |
| 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 | Parent Training | Guidance, academic coaches | Partnership; Parent Involvement | 2016-2017 |
| 3 | Training parents to enhance the involvement of other parents [Section 1118(e)(9)]; | Parent Training | Guidance, academic coaches | Partnership; Parent Involvement | 2016-2017 |
| 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)]; | Conferences and Meetings | Guidance, teachers, admin. | Parent Involvement | 2016-2017 |
| 5 | Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and | Research Strategies (in addition to survey) for improving parent involvement | Team Leaders, admin., academic coaches | Parent Involvement | 2016-2017 |
| 6 | Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)]. | Research strategies (in addition to survey) for improving parent involvement | Team Leaders, admin., academic coaches | Parent Involvement | 2016-2017 |

**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:\Users\cruza1\AppData\Local\Microsoft\Windows\INetCache\IE\DZZTT2RH\fileUploads\110501_2016-2017_uploadEvidenceParentInput.docx) |

**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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| [Uploaded Document](file:///C:\Users\cruza1\AppData\Local\Microsoft\Windows\INetCache\IE\DZZTT2RH\fileUploads\110501_2016-2017_uploadCompact.pdf) |

**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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| [Uploaded Document](file:///C:\Users\cruza1\AppData\Local\Microsoft\Windows\INetCache\IE\DZZTT2RH\fileUploads\110501_2016-2017_uploadCompactEvidence.docx) |

## 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.

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Annual Title I Meeting | 1 | 306 | Initial parent-teacher meetings and increased parent involvement will impact student attendance and performance. |
| 2 | College Information Night | 1 | 170 | Increased student achievement in order to qualify for post-secondary education. |
| 3 | Freshman Parent Breakfast | 1 | 71 | Parents are informed of graduation requirements. They will also receive tips on how assist their children find academic success. |
| 4 | Academic Family Engagement Summit | 3 | 88 | Impact student achievement and parent involvement. |
| 5 | Prioritizing for a Successful High School Experience | 1 | 170 | Improve student attendance increase student participation. |
| 6 | GGH Senior Awards | 1 | 72 | Parents being informed of available local, state, and federal scholarhips will impact student motivation to plan for post-secondary education. |

**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)].

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Understanding Title I Compliance | 1 | 78 | Increased teacher input and participation in regards to meeting compliance activities. |
| 2 | Creating Positive Relationships with Students and Parents Identified as Economically Needy | 1 | 78 | Increased effective and targeted parent communication to assist in improving student attendance, behavior, and academics. |

**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)].

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | 80% Economically Needy | Parent Resource Room will be promoted to parents who are unable to afford home-technology and/or internet service. |
| 2 | 69% Home Language Other Than English | We will continue to provide Spanish and Creole translators at all our parent events. Any time a parent attends a conference, Spanish or Creole speaking translator services will be offered. All important printed materials will be provided in English, Spanish, and Creole. |
| 3 | 15% Limited English Proficiency | Small-group parent trainings will be conducted to assist parents understand federal, state, and local policies and procedures. |

**Best Practices (Optional)**

Describe the parental involvement activity/strategy the school implemented during the previous schoool 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** |