

GROVE PARK ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, Scott Voytko, 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

9/26/16

Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: Grove Park Elementary School's mission, while recognizing parents as full partners in children's education, will ensure meaningful, two-way communication between the school and home. We will encourage active parental participation in activities, programs, and decisions involved in the education of their child.

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: Grove Park Elementary will involve parents through the following: The Annual Title 1 meeting, Open House, Orientation, School Advisory Committee (SAC) meetings, Parent Advisory Committee (PAC) meetings, and Parent-Faculty Association (PFA) board meetings. When the time comes to write the PIP, our involved parents will be asked to meet and help write the plan and to revise the compact along with the members of the school. We value parent input in all we do at GPE.

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	Open House	Students and parents are invited to come into the classrooms and visit teaches to see the classrooms and work students are doing on a daily basis
2	Science Fair Night	Parents and students are invited to attend an informational meeting about the Science fair and look at science fair projects
3	Grandparents Day	Grandparents are invited to come visit and eat lunch with thier grandchildren and read stories to the classes
4	Annual Title One Meeting	Annual Title One Meeting
5	Muffins for Mom	In May, we have a Muffins for Mom breakfast to celebrate literacy
6	Doughnuts for Dad	In February, we have Doughnuts for Dads to celebrate literacy with an emphasis on writing
7	Kindergarten Graduation	Celebration of the success of Kindergarteners completing the school year
8	6th Grade Completion Ceremony	Celebration of the success of 6th Grade completing the school year and moving on to the Jr. High
9	Literacy Night	A culminating evening event celebrating Literacy week
10	Founding Fathers Night	Parents and students are invited to participate in activities that help shape the American colonies

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	Annual Title 1 Meeting	Administration, Title 1 Teachers	July-August 2016	Parent Sign In Sheets
2	Develop agendas, handouts, invitations	Administration	August 2016	Invitation on website and school marquee
3	Advertise/publicize event	Administration	July-August 2016	Invitations on website/marquee

4	Develop sign-in sheets	Title-one staff	August 2016	completed sign-in sheets
5	Maintain documentation	Title 1 Lead Teacher	August 2016-June 2017	sign-in sheets

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: Times for parent involvement activities have been decided through parent evaluations and surveys. Scheduled activities are held before school, during school, and early evenings. We will continue to ask parents for their input as to the best times for parent involvement activities. The need for transportation, child care, and home visits will be determined and if deemed necessary, will be provided through the school's Title 1 funds.

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	Florida standards/Title 1 Annual Meeting/Orientation/Open House	Administration/ Individual Teachers	Identify standards to be taught in each grade level	2 weeks in advance for invitation, reminder in Wednesday folders	sign-in sheets
2	Assessments/Title 1 Annual Meetings/Orientation/Open House	Administration/Individual Teachers	Provide information to parents on progress of their child	same as above	sign-in sheets
3	Title 1 Program/Annual Meeting/Orientation/ Open House	Administration, Title 1 Teachers	Advantages of a Title 1 School	same as above	sign-in sheets
4	Literacy Night	Reading Coach/ Title 1 Teachers	Opportunity for parent and student to interact together	same as above	sign-in sheets
5	Wednesday Folders	Administration/ Individual Teachers	communication between parent and school of upcoming events, activities, and information	ongoing	signed conference sheets, Wed, Folders, interims, report cards
6	School Website/Newsletters	Administration/ Technology Teacher	Provides online materials/newsletters and academic games to increase academic	ongoing	copies of website, materials, and newsletters

			achievement		
7	Founding Fathers Night	Administration/Title 1 teachers	Opportunity for parent and student to participate in math, science, and reading activities	same as above	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)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Best Practices for Parents	Administration	improved student achievement in the classroom	August 2015-May 2016	teacher survey/evaluation
2	Professional Learning Communities	Administration	improved student achievement in the classroom	September 2015-May 2016	teacher survey/evaluations

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: We currently have a Volunteer workroom where we house books, books on tape, and games for parent use. There is also an area of the Media Center where books, games, and supportive materials can be checked out. The PFA helps introduce parents to the procedures and locations of the materials on campus.

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: Title 1 is explained to parents during the Annual Title 1 meeting. A question and answer session is also provided during this meeting to ensure a clear understanding of our school and the Title 1 program. During parent conferences, parents are given the opportunity to ask questions in order to gain a further understanding of information that is discussed during the conference.

Grade level/schoolwide newsletters are published weekly/monthly with pertinent information. Title 1 matters are addressed in this form of communication as well as face to face conferences, phone calls, and personal letters.

Parents wanting regularly scheduled meeting to formulate suggestions and to participate in the educational decisions of their children will be listened to and appropriate steps will be taken.

The Title 1 handbook asks parent to provide comments and submit them to the Title 1 office, either by phone, email, or letter. GPE also encourages parents to comment on the school's Title 1 tri-fold, School Improvement Plan, and the Parent Involvement Plan which is sent to all parents.

Other forms of communication are also used. This includes but is not limited to: GPE website, school marquee, and Edulink.

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: Our schools have Spanish translators that strive to make sure all parents understand any written communication that is sent home. Most communication sent home are readily available in Spanish if requested. Parents are encouraged to ask questions when they do not understand any facet of their child's education. The county also has interpreters for many languages and are available either by phone or through a written form.

Students with disabilities are not treated any differently than other student at GPE. They are included in the classroom setting and supported by the ESE teachers. These children are given the same opportunities as the rest of the children. Parents are encouraged to ask questions when they don't understand communication sent home.

Guidance counselors and the individual teachers are readily available when needed.

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:

count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1	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	Teacher Training Time	Administration/ Reading Coach	Provide information to parents on how to help their students achieve at home	Aug 2016 - June 2017
2	Training parents to enhance the involvement of other parents [Section 1118(e)(9)];	PFA meetings	Administration/Individual Teachers	Increase the level of involvement to become active in the decisions made at the school	Aug 2016 - June 2017
3	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)];	PFA/SAC/Conferences	Administration/ Individual Teachers	Having parents attend activities with children is beneficial to student learning	Aug 2016 - June 2017

Upload Evidence of Input from Parents

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

Uploaded Document

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

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

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	Orientation/Open House	1	710	Understanding of Common Core standards
2	Annual Title 1 meeting	1	367	Discussion of services available for students
3	Literacy Night	1	172	Activities parents can use to help students at home
4	Science Events	1	163	Activities to increase Science knowledge
5	Muffins for Mom/Donuts for Dad	1	240	Celebration of moms and dads
6	K Events	1	54	Activities parents can use to help students academically
7	Dad's Bring your child to School Day	1	192	Activities parents can use to help students academically

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	Parent Volunteers	1	9	enhance student learning at home
2	PLCs	28	42	enhance student learning

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	parent participation	provide a variety of times for evening events
2	no transportation	social worker will go to parents
3	lack of understanding	workshops developed to help parents understand Common Core
4	lack of child care	provide child care upon request

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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