## 2017-2018

## GATEWAY HIGH SCHOOL

## Title I, Part A Parental Involvement Plan

I, Larry Meadows, 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 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)];
* 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)].

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

**Mission Statement**

Changes made No changes made

Parental Involvement Mission Statement (Optional)

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| **Response:** Gateway High School and its community developed the Parent Involvement Plan to provide effective parent training to build their capacity to support students from home and as a result increase academic achievement in all subjects and college and career readiness. |

**Involvement of Parents**

Changes made No changes made   
  
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:** All parents are invited to participate in Title I activities through the Title I and SAC meetings which are scheduled the second Tuesday of each month. GHS SAC and Title I committees will review and approve the implementation of the PIP. These parents and community members are nominated and elected by the SAC to assist with the Title I parent involvement event organization. The SAC will oversee implementation, and evaluation of the PIP. Parents and community members will engage in planning activities and will receive timely notifications of scheduled events. Parents, working in sub-committees, will be a part of the decision-making process for expenditures related to Title I PIP funds. |

**Coordination and Integration**

Changes made No changes made

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 | Title II (Staff Development) | The professional development activities will be facilitated and monitored by LVE resource teachers and District Professional Development department in relation to parent involvement. |
| 2 | Title III (ESOL) | The School and district ELL program specialists will provide literature and resources to parents at various evening events. |
| 3 | Title X (homeless) | The Families in Transition (FIT) parents may be provided taxis for registrations and parent conferences, and health and social services. |
| 4 | IDEA (ESE) | Discuss parent activities and instructional support during IEP meetings with parents. |

**Annual Parent Meeting**

Changes made No changes made

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 | Flyer, Power point, Agenda | Assistant Principal | September | Copies of Flyer, Agenda, Handouts, Power Point |
| 2 | Advertise on marquee, IRIS auto call to parents, School website, Social media, School newsletter | Office staff, custodian, | September | Photo of marquee, IRIS system record, emails, newsletter |
| 3 | Sign-in sheets for multiple sessions | Office staff | September/October | Copies of sign-in sheets |
| 4 | Compile documents | Academic Coaches, Office staff | September /October | Scan documents upload for monitoring |

**Flexible Parent Meetings**

Changes made No changes made

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 School Advisory Council will provide the structure to render Title I services to Gateway High School parents. The annual meeting will be offered in the morning and in the evening on the second Tuesday of September for the convenience of working families. Throughout the school year, GHS will host various events and workshops on different weeknights to accommodate busy schedules. Each month the SAC will convene its meetings on the second Tuesday of the month for school improvement matters. The Title I Agenda and Meeting will immediately follow the SAC Agenda and Meeting. Parents will report Title I parent news from district Title I meetings, along with school staff related to SIP and SAC updates. |

**Building Capacity**

Changes made No changes made   
  
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 Engagement Blowout-Building Capacity at GHS; Engaging in Standards-based Learning; Technology Resources | Academic Coaches, Guidance Counselors, Program Leads, etc. | Parents will be trained to use resources related to tutoring, technology, ESOL strategies and resources, graduation requirements, and academic resources, etc.  Additionally, parents will be trained on how to set-up meetings with guidance counselors.  Training on testing and graduation requirements and links to state, district, and school information will be provided.  The media center computer lab will be set up for parents and students to be trained in the use of online resources, such as, OASIS, Remind 101, FOCUS and EOC study guides. | September/October | Sign-in sheet, flyer, copy of power point, agenda, marquee |
| 2 | Financial Aid and Career and College Readiness | College and Career Readiness Counselor | Parents and students will become familiarized with the services high schools counselors provide to students. From review Florida diploma options to college and career readiness as well as scholarship/financial aid counseling. Students will have the opportunity to meet their counselor and learn the process to schedule appointments. Parents will be shown how to make appointments with the college and career specialist, how to complete the FAFSA, and what to look for in college programs. | October/November | Sign-in sheets, handouts, copy of power point, agenda, marquee |
| 3 | Core Subject Night-Reading, Math, and Science | Literacy, Math and Science Coaches | A presentation on the interrelated nature of reading, math, and science will be given to explain how information and skills can overlap in testing situations. Focus on second semester academics will include preparing for Osceola Writes and FSA ELA 9th and 10th grade state exams, and subject area EOCs. Graduation requirements will be discussed and reviewed. Activities to help students and parents identify strategies for lowest performing benchmarks will also be presented. Explanation on how test results can affect a student’s GPA in reference to class grades will be presented | February/March | Sign-in sheets, handouts, copy of power point, agenda, marquee |
| 4 | Saturday Crash Course Review Sessions and Parent Training | Academic Coaches and Subject Area Teachers | Parents who attend Saturday Crash Course Review Sessions will provided with an opportunity to receive training on benchmark/testing requirements for each subject. Items to be covered will include EOC exams, EOY exams, graduation requirements, and how exams can affect course grades and GPA. A list of exam dates and testing rules will be provided. | April/May | Sign-in sheets, handouts, copy of power point, agenda, marquee |

**Staff Training**

Changes made No changes made

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 | Presentation: 5 levels of Parental Involvement | Assistant Principal, School-based Leadership | Provide information about the 5 levels of parent involvement to include Title I Compact training and parents' rights. | October | Copies of power point, agenda, sign-in sheet |
| 2 | Communication and Collaboration with Parents | Assistant Principal, School-based Leadership | Improve the timeliness of parent communication | November | Copies of power point, agenda, sign-in sheet |
| 3 | Value of Parental Involvement During PLC meetings | Assistant Principal, School-based Leadership | Faculty and staff will have awareness to the value of parents as stakeholders working side by side as an external resource to classroom instruction. | November | Copies of power point, agenda, sign-in sheet |
| 4 | Presentation: Cultural Sensitivity | Assistant Principal; School-based Leadership | Title I presentation on Cultural Sensitivity will be presented to staff | September | Copies of power point, agenda, sign-in sheet |
| 5 | Implementation of the Parent Involvement Plan (PIP) | Assistant Principal, School-based Leadership | Using school-based activities tied to testing requirements and graduation requirements will allow teachers to build parent capacity to help their students | December | Copies of power point, agenda, sign-in sheet |

**Other Activities**

Changes made No changes made

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: The** GHS school base leadership team has developed a comprehensive training plan to ensure parents have appropriate level of understanding in the areas of Florida Standards, Standards Based Instruction, US History, Mathematics and Biology End of Course Exams, ESOL testing, Advance Placement, writing skills, Career and College Readiness, and the Bring Your Own Device (BYOD) initiative.   These activities are designed to make parents aware of resources available to their students. Each one of these will be facilitated in the form of mini workshops for parents and students on the second Tuesday of the month or on Saturday.   The newsletter, Panther Chronicle, is published quarterly and will deliver timely information of the upcoming training(s). Additionally, other modes of dissemination include GHS Website, Twitter, Remind 101, and the school marquee. In order to monitor parent participation, all trainers will use sign-in sheets. |

**Communication**

Changes made No changes made   
  
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:** Open House and incoming freshmen orientations will allow parents to visit the school and view resources available to them. Presentations will be made during Open House about Title I services and how to be involved in school programs and the district’s Parent Advisory Council. Title I booklets and the District Parent Involvement Plan will be sent home in the Welcome Back packets. New students registered thereafter will receive a copy from the guidance office. A separate school orientation will be held for freshmen in September/October to reduce student and parent anxiety and review policies and procedures related to academics and behavior.  Invitations will be sent home to parents for our first building capacity event in September/October. Additional communication methods will include IRIS auto dial calls, flyers (English and Spanish), marquee posting, website, twitter, and remind 101 text messaging service. Academic coaches will work with parents on standards based instruction strategies that can be implemented from the home to enhance the curriculum students experience throughout the day. Hands-on computer lab sessions will be available to teach parents how to monitor student progress through the Focus Viewer. The daily school schedule or teachers and students makes email the preferred method for parent-teacher communication. Additionally, parents can make appointments through the guidance office.  The SAC committee, parents, teachers, students, and community stakeholders will work together to evaluate the School Improvement Plan and to help generate ideas for programs aimed to achieve our plan goals.   ESE, ESOL, MTSS, and section 504 parent meetings are held at least annually in order to update and document student learning goals and gains in their specified work area.  End of Year Survey will continue to be available for parents to take at home, school, or online. Data generated by the survey will be presented and analyzed at a SAC meeting. Additionally, more school/student successes will be communicated to stakeholders through social media and other digital services. |

**Accessibility**

Changes made No changes made

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:** Gateway sends automatic dial outs in English and Spanish for all parent meetings, events, or even emergencies.   The Panther Chronicle newsletters are sent home quarterly in English and Spanish. All pieces of communication are accessible on the school’s website and calendar. The GHS ESOL department, clerical staff, and administrators provide translation services for written and verbal communication to our community. The district’s Multicultural department can provide language translations other than Spanish.   All programs and activities will be accessible to parents with disabilities. When applicable, the district special needs staff are available to assist parents.  The school PIP will be summarized and a copy of the summary will be sent home to all parents. The PIP will be posted on the schools website in its entirety. |

**Discretionary Activities**

Changes made No changes made   
  
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 | 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 | Literacy for the holidays-Students will receive a package containing leisure literary material for the holidays. | Literacy Coach | Students will minimize the loss of learning whenever away from school. | December |
| 2 | Training parents to enhance the involvement of other parents [Section 1118(e)(9)]; | Train the trainer | Assistant Principal, SAC Chair, Parents | Parents will be able to monitor students learning and apply best practices from parents who have had specific training | January |
| 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)]; | Follow up sessions to building capacity | Assistant Principal, SAC secretary | Parent will become active participant in their child(ren)’s education | Ongoing as needed |
| 4 | Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and | Implement a research based model that works in the area of parental involvement | School Based Leadership | Increase in parental involvement will yield higher student performance | February |
| 5 | Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)]. | TBD | Bank Representative | Mortgages, Finance, Budgeting | March to May |

**Upload Evidence of Input from Parents**  
  
Upload evidence of parent input in the development of the plan.

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| [Uploaded Document](file:///\\gwhs-fs\Shared\CASADO\Back%20up%20Desktop\Title%20One\2015\PIP\fileUploads\490601_2014-2015_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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| [Uploaded Document](file:///\\gwhs-fs\Shared\CASADO\Back%20up%20Desktop\Title%20One\2015\PIP\fileUploads\490601_2014-2015_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:///\\gwhs-fs\Shared\CASADO\Back%20up%20Desktop\Title%20One\2015\PIP\fileUploads\490601_2014-2015_uploadCompactEvidence.pdf) |

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

**Building Capacity Summary**

Changes made No changes made

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 | Parent Engagement Extravaganza | 1 | 150 | Increased parental guidance for students |
| 2 | Annual Meeting | 3 | 12 | Acquaint Parents with Title One programs |
| 3 | College and Career Readiness | 1 | 200 | Ability to complete Financial Aid Application for College |
| 4 | Saturday Crash Course Student Reviews and Parent Trainings | 7 | TBD | Increased success on EOC Exams |

**Staff Training Summary**

Changes made No changes made

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 | Power Point Presentation of 5 levels of Parental Involvement | 1 | 140 | Faculty and staff are aware of the importance of parental involvement effects on student learning |
| 2 | Cultural Awareness Presentation | 1 | 140 | Faculty and staff were trained on the importance of cultural awareness |

**Barriers**

Changes made No changes made

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 current 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 | Language | Provide Translation services |
| 2 | Acronyms | Acronyms will be eliminated or spelled out first |
| 3 | Academic jargon | School employees will eliminate academic jargon from conversations and use general language/terminology |

**Best Practices (Optional)**

Changes made No changes made

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)

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