**GARDEN CITY ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan**

I, Barbara Gerdes, 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)].

Barbara Gerdes\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
 **Signature of Principal or Designee** **Date Signed**

**Mission Statement**  
  
Parental Involvement Mission Statement (Optional)

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| **Response:** Garden City Elementary School is committed to providing a variety of opportunities for parents to help support and provide a quality educational experience that will inspire all students to succeed. We will create a positive environment to provide parent training with support and family activities. Parents will be empowered to create partnerships with the school and community to help students reach high levels of academic and social achievement. |

**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:** To ensure that parents are involved with the planning, review and improvement of the Title I program; parents are invited to participate in the development of the plan. During this time parents discussed implementation activities, the parent-school compact and the parental involvement budget. Parents will continue to review programs and activities throughout the school year making suggestions and decisions for improvement. Parents will be provided at least one week advance notice of meetings and agenda topics through flyers, the school web-site, the marquee in front of the school and School Messenger. |

**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 | Extended Learning Opportunity Through Tutoring | Students will and opportunity to have an additional hour of instruction in reading and math. The instructional time will include additional small group instruction and differentiated centers based on student achievement data. |
| 2 | I.D.E.A. Exceptional Student Education | Facilitate parent involvement activities to disseminate resource support for ESE students and parents. |
| 3 | ESOL Program | Facilitate parent involvement activities to disseminate information about English Language Learners and resource support. |

**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 | Develop Agenda, Handouts, and/or Presentation Materials | Erica Little-Bartley Parental Involvement Coordinator | August 28-Sept 11, 2015 | Agenda, Handouts, School Messenger |
| 2 | Advertise the meeting | Erica Little-Bartley Parental Involvement Coordinator | August 21, 2015 | Flyer/Marquee |
| 3 | Maintain Documentation | Erica Little-Bartley Parental Involvement Coordinator | September 3, 2015 | Sign-in Sheet |
| 4 | Annual Title I Parent Meeting | Barbara Gerdes | September 3, 2015 | Sign-in Sheet |

**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:** Garden City Elementary School will incorporate input and recommendations from parents and staff into the scheduling of events throughout the school year. Events will be scheduled before school, during the school day and in the evening. |

**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 | Annual Title I Meeting Face to Face | Barbara Gerdes, Erica Little-Bartley | Meeting to provide information/resources, strategies and support for parents that will empower them to assist their child in achieving academic success. | September 3, 2015 | Sign-in Sheets, Parent Surveys |
| 2 | Open House Face to Face | Tonia Beasley, Vikki Corey,  Erica Little-Bartley | Meeting with parents to discuss required assessments and promotional requirements for the school year. Parents will be provided educational activities to take home after the session. | September 3, 2015 | Sign-in Sheets, Parent Surveys |
| 3 | Science Family Night Face to Face | Tonia Beasley, Gerald Campbell, Vikki Corey, Erica Little-Bartley | Meeting/training to disseminate materials to support home learning. Parents will complete make and take activities and receive educational games or materials to take home. | December 2015 | Sign-in Sheets, Parent Surveys |
| 4 | Literacy Night: Building Better Readers and Writers Family Night Face to Face | Tonia Beasley, Amanda Hayden, Terrell Spicer, Erica Little-Bartley, ELA Committee | Meeting/training to disseminate materials to support home learning. Parents will complete make and take activities and receive educational games & items to take home. | February 2016 | Sign-in Sheets, Parent Surveys |
| 5 | Mid-Year Open House Face to Face | Tonia Beasley, Vikki Corey, Erica Little-Bartley | Meeting with parents to discuss New Florida Assessment requirements for Grades 3, 4, & 5 students. Parents will receive materials to take home to review with students. | January 2016 | Sign-in Sheets, Parent Surveys |
| 6 | Parent Resource Center Face to Face meeting | Erica Little-Bartley, Barbara Gerdes | Meeting/training to provide information/resources, strategies and support for parents that will empower them to assist their child in achieving academic success. Provide parents with materials and educational items to take home to work with students. | March 2016 | Sign-in Sheets, Parent Surveys |
| 7 | Annual End of the Year Title I Meeting Face to Face | Barbara Gerdes, Erica Little-Bartley | Meeting to review the yearly activities to plan for the following year. | May 2016 | Sign-in Sheets |
| 8 | Math Family Night Face to Face | Tonia Beasley, Vikki Corey, Erica Little-Bartley | Meeting/training to disseminate materials to support home learning. Parents will complete make and take activities and receive educational games or materials to take home. | April 2016 | Sign-in, Parent Surveys |
| 9 | Donuts for Dad/Muffins for Mom Breakfast | Tonia Beasley, Gerald Campbell, Vikki Corey, Erica Little-Bartley | Meeting/training for parents to receive literacy and math activities and ideas to use with their children during the summer break. | May 2016 | Sign-in Sheets, Parent Surveys |
| 10 | Family Arts Festival | Ellen Gibson, Patricia Leifer-Hayes, Erica Little-Bartley | Meeting with parents that have students explaining and showing projects completed this year. Parents will receive educational items to take home. | May 2016 | Sign-in Sheets, Parent Surveys |
| 11 | Meet and Greet Face to Face | Barbara Gerdes, Erica Little-Bartley | Meeting with parents to discuss required assessments and promotional requirements for the school year. Parents will be provided educational activities to take home after the session. | August 2015 | 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 | Developing Engaging Parent Workshops and Activities to Support Student Home Learning. | Tonia Beasley, Vikki Corey, Erica Little-Bartley, Barbara Gerdes, School PIT | Parents are more than likely to implement activities at home with their students which will increase reading and math proficiency levels | Quarterly | Analysis of Parent Surveys and Sign-in Sheets |
| 2 | Value of Parental Involvement: Developing and Implementing Strategies to include Parents in the Student Learning Process | Tonia Beasley, Vikki Corey, Erica Little-Bartley, Barbara Gerdes | Improving Parent/Teacher/Student Relationships | September 2015 | Teacher/Parent Conference Logs and Sign-in Sheets |
| 3 | Cultural Sensitivity: Learners and Academic Success for All | Tonia Beasley, Vikki Corey, Teresa Brazil, Erica Little-Bartley, Barbara Gerdes | Improve Teacher/Student Relationships | Ongoing Sept 2015-May 2016 | Sign-in Sheet and Parent Surveys |

**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:** Parent Resource Center signs are posted at the main entrance of the building to inform parents of the support systems available at the school such as the Parent Kiosk, the check out system for materials to help support homework, and the Parent Resource Center. Ms. Hughes will be the person of contact for the Parent Resource Center.   Parent Kiosk: Parents will have access to the online activities such as Parent Grade Portal and Volunteer Applications   Parent Resource Center: The Parent resource center will be located in the main office equipped with a computer and printer for parents to use. Informational brochures and resources will be displayed. Resource materials such as reading cards, math manipulatives will also be available for parents on a check out system to enhance home learning. |

**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:** Garden City Elementary School communicates information to parents regularly in several ways. Parents are informed about Title I programs available at the school during the Annual Title I Meeting and Open House. Each month students receive calendars, newsletters, and flyers for events that will occur at the school. The School Messenger automated message system is also used to send messages to parents via phone and email to keep parents informed of upcoming events. Parents are informed about curriculum implementation, academic assessments, and yearly expectations. Student progress reports will be sent home every 4 weeks. Parents will also have access to the Parent Grade Portal 24 hours a day. Information provided will be dated with the distribution day. The report from school messenger will be printed in regards to the number of parents who receive messages. The Title I Parental Involvement Plan will be displayed in the main office and at the Parent Resource Center. Parents will be notified via School Messenger & in writing with a flyer when the document is available for review. |

**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:** Garden City Elementary School will disseminate information related to school and parent programs, meetings, and school reports on the school website, newsletters sent home with students, flyers posted around the school, and via School Messenger the automated messenger system. The School Messenger system can provide automated messages in the parent's native language of Spanish as needed.   Transact (translation system) will be used for written translation and dissemination of information in parent's native language as needed. The district ESOL Refugee-Immigrant Center and Newcomers Program will be an outreach program to communicate information to parents as needed.  School will monitor student enrollment and ESOL classroom enrollment to provide information to parents in a language they can understand using the translation system or with an interpreter as needed.  Parents with disabilities will be provided accommodations for parental involvement activities as 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:

X Not Applicable

**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\howardk2\Desktop\Downloads\fileUploads\160591_2014-2015_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\howardk2\Desktop\Downloads\fileUploads\160591_2014-2015_uploadCompact.doc) |

**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 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 | Science Family Night | 1 | 25 | Parents and students participated in science centers, websites, and presented Science Fair projects related to FCAT 2.0. |
| 2 | Math Family Night | 1 | 24 | Parents and students participated in math centers, used websites related to Math FSA. |
| 3 | Family Literacy Night | 1 | 15 | Parents and students created reading activities and learned about reading activities to use with children. |
| 4 | FSA Family Night | 1 | 24 | Parents and students learned about websites and materials to use with students related to FSA |
| 5 | FSA Saturday Family Meeting | 1 | 52 | Parents and students learned strategies to use on the FSA to be more successful. |

**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 | Developing Engaging Parent Workshops and Activities to Support Student Home Learning. | 1 | 30 | Parents are more than likely to implement activities at home with their children which will increase reading and math proficiency levels |
| 2 | Value of Parental Involvement: Developing and Implementing Communication Strategies | 1 | 30 | Improving Parent/Teacher/Student Relationships |
| 3 | Cultural Sensitivity: Learners and Academic Success for All | 1 | 30 | Improve Teacher/Student Relationships |

**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 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 | Lack of a welcoming environment | Provide training to school staff on communication strategies. |
| 2 | Parent Resource Center Space | Small space; difficult for parents to use Computer and have easy access to materials. |
| 3 | Parents are working and unable to attend meetings. | Provide flexible meeting times to accommodate work schedules of parents. |

**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** |