

GRETNA ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, Micheal Franklin , 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

Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: In order to improve academic achievement, every student at Gretna Elementary School will have a parent or guardian who is empowered to participate actively in his or her education. Gretna Elementary School will actively solicit and welcome parental participation and advocacy in all aspects of the educational process.

We value the learning needs of our students. We believe in the triangulation of school, parents and students working in partnership to act with integrity, respect, and take responsibility for their actions. We believe curriculum and instruction must be developmentally appropriate in order to accommodate and celebrate the diversity of each

student's individual learning style. We believe students learn best in a safe, nurturing, student-centered environment. We believe students must become responsible learners who can function and compete in a global society as lifelong learners.

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: Gretna Elementary School believes that parental involvement is paramount in all aspects of student achievement. The School Advisory Council (SAC) is the sole body responsible for final decision making at the school relating to the implementation and evaluation of the School Improvement Plan (SIP). During the initial SAC meeting, the council is responsible for the preparation of the SIP and making decisions regarding how funds will be used for Parental Involvement Plan (PIP) dollars. The SAC meetings are held four times a year: two in the fall and two in the spring. This will be measured by the adequate progress of the School Improvement Goals and objectives, and the SAC Committee's approval of the next year's Parental Involvement Plan. Additional items the SAC will discuss, review, and revise with the input and/or feedback from parents includes, review of the student/schools achievement on FCAT (first meeting), dissemination of the school-wide program plan, and inclusion of parents in the decisions on how to spend the schools' parental involvement allocation. The SAC meeting minutes will reflect the input from parents on the above topics.

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	Voluntary Pre-Kindergarten (VPK) and Head Start	The Title I office and the Head Start & VPK offices will work together to coordinate transition programs for students entering the regular public school program. Activities will included, coordinated meetings with parents, VPK teachers, and the Prekindergarten teachers to discuss the specific learning needs of students. Pre-k parents are invited to all school meetings.
2	Individuals with Disabilities Education Act (IDEA)	Supplemental instructional support provided by Title I will be discussed with parents during the development of the students' IEP. All ESE parents are encouraged to attend.
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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	Orientation - Title I program will be shared as well as the school's report card and AYP status.	Principal/ Title I Program Coordinator	September	Parent and stakeholders comments Sign-In Sheets
2	Parent Expos	Principal/Title I Program Coordinator	Quarterly Grading Period	Parent and stakeholders comments Sign-In Sheets
3	Meetings posted on marquee, via student back pack (letters in English and Spanish)	Principal/Title I Program Coordinator	Quarterly Grading Period	Parent and stakeholders comments Sign-In Sheets
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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: The administration and staff at Gretna Elementary understand the importance of parental involvement. Parent meetings are scheduled throughout the year at 6:00p.m. to accommodate working parents. School Advisory Council meetings are held on the 1st Tuesday of each 9 weeks. The Parent Expo meetings are held each grading period.

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 Showcase	Principal	Orients Parents and Students for new school year	8/15/14	Sign-In Sheets
2	Family Writing Night	Principal/Assistant Principal	Content specific strategies and skills will be shared to increase students' knowledge.	Every Nine Week Grading Period	Sign-In Sheets/Agenda/Resource Materials
3	Family Science Night	Principal/Assistant Principal/Parent Services	Content specific strategies and skills will be	September 2014	Sign-In Sheets/Agenda/Resource Materials

			shared to increase students' knowledge.		
4	Reading/Mathematics	Principal/Assistant Principal and Teachers	Content specific strategies and skills will be shared to increase students' knowledge.	October 2014 - May 2015	Sign-In Sheets/Agenda/Resource Materials
5	Title I Meetings	Principal/Assistant Principal/Teachers	Content specific strategies and skills will be shared to increase students' knowledge.	November 2014	Sign-In Sheets/Agenda/Resource Materials
6	Parent Expos	Principal/Assistant Principal/Teachers	Content specific strategies and skills will be shared to increase students' knowledge.	January 2015	Sign-In Sheets/Agenda/Resource Materials
7	Open House	Principal/Assistant Principal and Teachers	Weekly newsletters will highlight a transition to higher order thinking skills demanded in the classroom.	September 2014 - May 2015	Signed Newsletters

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	Parental Involvement	Coordinator of Parent Services and Parent Liaison	Parental effort results in higher student achievement.	September 2014	Different Levels of Parental Involvement (DLOPI) Survey
2	Different Levels of Parental Involvement (DLOPI)	Coordinator of Parent Services	Parental effort results in higher student achievement.	September 2014	Completion of follow-up activities related to Different Levels of Parental Involvement (DLOPI)
3	Pre-Planning Inservice	Micheal Franklin	Title I Overview, Parent Improvement and Involvement Plan will be discussed; Following protocol for Teacher/Parent Conferences, Individual Grade Group	August 2014	Teacher Survey

			Meetings with administration for upcoming requirements		
4	Educator's Professional Learning Plan	Micheal Franklin/Carla Wells	Revision of instructional practices and increased parental involvement resulting in higher student achievement	September 2014	PAEC Follow-up

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: *The school will encourage and support parents through the creation of a Parent Resource Room: (1)Secure a location for the Parent Resource Room; (2) Collect materials for the Parent Resource Room; (3)Set-Up Parent Resource Room, and (4)Distribute flyers and letters to parents about the Parent Resource Room.

*The web-based school page will include weekly updates of what is going on in the school, with individual pages for each teacher to post parental information. The webpage will also have a link that provides parents access to the new Florida Assessment portal.

*Parents have been provided the information to join REMIND, a safe, free way for teachers to text message parents to keep in touch with parents and provide information on upcoming events within the classroom or school.

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: *During Orientation, pertinent information will be disseminated about the Title I programs, the curriculum, and informal and formal assessment expectations. Parents will learn about the school-wide program, how to schedule parent-teacher conferences and opportunities for participation in decisions related to the education of their child. Upon conclusion of the general meeting, parents will be invited to visit their child's classrooms. During the classroom visits, teachers will provide additional information related to core subject areas, curriculum and assessments. Sign-in sheets will be provided for documentation purposes.

*Parents have the opportunity to request meetings with teachers, the guidance counselor,

and/or Principal/Asst. Principal throughout the school year to give suggestions about their student's education. Parents are also invited to be on the SACS, and can give input during meetings which is documented through meeting notes.

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: *The Parental Involvement Plan will be provided to all parents the first semester of school. The plan will outline the major component of the state policy. In addition, hard copies will be available in the office, the parent resource room and on the school website. Because a large migrant population is serviced in Gadsden County, we will also make efforts to provide translation services for those parents who attend parent activities and send home via back-pack. To provide proper notification of activities, written notices will be sent to parents to remind them of opportunities to participate.

*The Parent Involvement Plan will be posted on website and make copies available in the office.

*A bilingual paraprofessional will be available to translate if necessary.

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	Involve parents and improve their ability to participate in school literacy trainings	Principal/Assistant Principal	Provide parents information to assist their children with literacy materials	August 2014 - May 2015
2	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	Arrange school meetings at a variety of times, or conduct home visits via the mobile unit	RV mobile unit staff, District Parent Liaison	To ensure all parents the opportunity to be actively involved in their child's education	On-going

	parents who are unable to attend those conferences at school [Section 1118(e)(10)];				
3	Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and	Provide DLOPI trainings on the usage for increased and improved parent participation	Parent Services Coordinator & Parent Liaison	Provide strategies to assist parents and teachers to increase parent participation	August 2014 - May 2015
4	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	Building ties between home school and the community	Parent Services Staff, Principals, and Parent Liaison	To involve all parts of the community in the education process	Monthly and Quarterly Meetings

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	Parent Expos	4	200	Discussing grades and deficiencies to amend instructional practices for greater student achievement
2	Open House	1	350	Orients parents and students for new school year
3	FCAT Homework Books	1	150	Targeted examples of questions to be found on the Florida Comprehensive Assessment Test

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	Parental Involvement	2	15	Parental Effort Results in higher student achievement
2	DLOPI	1	20	Parental Effort results in higher student achievement

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)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Transportation(Economically Disadvantaged)	The Principal will work in coordination with the Director of Transportation to secure transportation for parents who would like to attend Parental Involvement Activities that occur at night. If possible, any parent who contacts the school with an intent to attend at least two days prior to the scheduled meeting will have the opportunity to utilize the same transportation offered by the district to the students.
2	Technology (Economically Disadvantaged)	Because much of the information related to Parental Involvement is found on the school website, the same information provided on the website will be made available in the form of a hard copy sent directly to the parent via their child or the postal service.
3	Limited English Proficiency	Due to a great number of ESOL students, translation services will be made available to parents for meetings, conferences, and other

		activities.
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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
1	Effective Communication	Parent Data Chats and Conference Logs
