

JACKSONVILLE HEIGHTS ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, MICHELLE WALSH , 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: The mission of the Jacksonville Heights Parent Involvement Plan is to provide ongoing and meaningful opportunities for parents to take a more active role in their child's education. Jacksonville Heights will achieve this by conducting at least one parent involvement activities per month, in assistance with the parent involvement center, to educate parents on how to become more involved academically and socially. We at Jacksonville Heights believe the relationship between home and school is crucial to the success of our students. We believe by helping the parent we are essentially helping the student.

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: Jacksonville Heights will notify parents weekly through flyers in students Tuesday Folders, through telephone calls via School Messenger, in FOCUS and on the school's marquee to inform the parents of upcoming events. Jacksonville Heights will invite parents to be a part of the Parental Involvement plan during a meeting in the second week of September 2015-2016 school year. Parent volunteers, with the administration and the Community Outreach team, will discuss the School Improvement Plan (SIP), Parental Involvement Plan (PIP), Title I funds including parent involvement and professional development funds, during two meetings prior to the Annual Meeting.

Once the PIP has been approved and presented to all parents, the school's PIP will be placed on the school website and hard copies will be available upon request. Meetings will be documented by use of agendas, minutes, and sign in sheets. Jacksonville Heights will seek the participation of parents through the parent involvement annual meeting to gain input for the Parent Involvement Plan. Through the parent feedback surveys, the council will review the effectiveness of the Title I programs and use of funds for improvement.

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 | IDEA | Jacksonville Heights Parent involvement programs will advise parents of students with disabilities of their rights in their child's education. JHE will provide them with strategies to increase their academic achievement and their social, emotional, and behavioral growth. JHE will inform parents of grades and progress during IEP Reviews, progress reporting, and midterm reviews. Parents will be encouraged to be more involved in planning, problem solving, and decision-making. They will also be provided an opportunity to provide input during MDRT meetings, parent teacher conferences, and family connections nights. |
| 2 | Title I, Part C | Information related to school and parent program activities can be sent home in language friendly format that will encourage support in the education of their children. Communications will also be sent in student's home language. |

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 Meeting | Administrators (Michelle Walsh, Principal Kanzla Parker, Assistant Principal) | September 2015 | Parent Survey and Sign-In |
| 2 | Develop agenda, handouts, and/presentation materials | Principal (Michelle Walsh, Principal Kanzla Parker, Assistant Principal), Academic Coaches | October 2015 | Copies of agenda, handouts, and Power Points |
| 3 | Develop and distribute Invitations | Principal (Michelle Walsh, Principal Kanzla Parker, Assistant Principal) Academic Coaches | September and October 2015 | Marquee posting and news bulletins |
| 4 | Maintain documentation | Principal (Michelle Walsh, Principal Kanzla Parker, Assistant Principal) | Ongoing | Archived in Title 1 Audit Box |
| 5 | Advertis/publicize event | Principal (Michelle Walsh, Principal Kanzla Parker, Assistant Principal) Academic Coaches, teachers | Ongoing | Audit Box Copies |
| 6 | Develop Sign-In Sheets | Principal (Michelle Walsh, Principal Kanzla Parker, Assistant Principal) | September and October 2015 | Archived in Title 1 Audit Box |

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: Meetings will be planned for morning, mid-day, and immediately after school and late afternoons to meet the variable needs of parents. A percentage of the Parent Involvement Budget will be set aside to provide child care, translators/translations and transportation to increase parent participation. Meetings will also be conducted through various communication methods such as phone calls, emails, and home visits.

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 | Parent Meet & Greet | Administration (Michelle Walsh & Kanzla Parker), teachers and staff members | Parents will have the opportunity to tour the school and meet and greet the teachers. | August 21, 2015 | Sign In Sheets/ Survey Feedback |

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|---|--|---|--|-------------------------|---|
| 2 | Open House Nights | Administration (Michelle Walsh & Kanzla Parker) Classroom Teachers | To discuss assessment results and goals for the year | September 10, 2015 | Conference Logs |
| 3 | Annual Title I Program | Administration (Michelle Walsh & Kanzla Parker) | To inform parents of Title 1 initiatives available for their children | September 10, 2015 | Correspondence items sent out and/or accessible |
| 4 | PIP and Parent Compact Review Meeting | Administration (Michelle Walsh & Kanzla Parker), Parent and Community Involvement Committee | Provide key stakeholders with an opportunity to assist in the development, review, and to assist in finalizing the school's Parental Involvement Plan, budget, and Compact in order to increase the number of stakeholders vested and participating in assisting in the school in reaching its academic goals. | Quarterly | Compact with Parent Signatures |
| 5 | TPU Mentoring Training | Administration (Michelle Walsh), Sands, and Sierra | Provide training to Transit Personnel Unit Naval Station Jacksonville (NAS) on mentorship, the Second Steps program, and Social Butterfly program. | September 2015 | Handouts, sign in sheets |
| 6 | Parent Support Group Offerings | Camacho, Gaines, Merrett, and Administration | Support Group Offerings: Parenting, Safety, Drugs, Violence, Bullying Using the Student Code of Conduct and Duval County and School Policies, educate the parents programs and support systems in place in order to provide a safe and conducive environment for academic achievement. | September 2015-May 2016 | Handouts, Agendas, Sign In Sheets |
| 7 | Community/Business Partnership Breakfast | Camacho, Gaines, Merrett, and Administration | Invite community stakeholders and surrounding businesses to a breakfast in order to build stronger partnerships with the school and the community. Provide information on various ways their partnership can benefit the school and increase student achievement. | October 2015 | Invite, Agenda, Sign In Sheets |

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|----|---------------------------------|--|--|--|--|
| 8 | Open House | Administration and all Faculty | to provide an opportunity for parents to meet the teacher and to review school wide and classroom expectations. | September 10, 2015 | Newsletter, Agenda, Sign In Sheets |
| 9 | Science Fair First Aide Night | Academic Coaches and Grade 5 teachers | To provide parents with the information and resources to guide their students through the scientific process to complete a science fair project | September 24, 2015 and October 1, 2015 | Newsletter, Agenda, Sign In Sheets |
| 10 | Data Chat Night | Teachers, Academic Coaches, and Administration | Educate parents on the various forms of data used to monitor student progress while providing them an update on student's academic performance, short and long term goals. | October 22, 2015 | Newsletter, Agenda, Sign In Sheets |
| 11 | 3-5 Understanding the FSA Night | Academic Coaches, 3-5 Teachers, and VE Resource Teachers | Parents and students will be provided information about standardized assessments (FSA) through an interactive process which involves the administration and analysis of a mock assessment. Parents of grades 3-5 students will sit side by side with students as they take the required practice test. | November 19, 2015 | Handouts, Agendas, Sign In Sheets |
| 12 | Literacy Extravaganza | Academic Coaches, and teachers | To involve parents in the shared responsibility for reading and writing by supplying them with a toolbox of activities that are content specific strategies to support literacy at home to increase academic performance. | December 10, 2015 | Handouts, Agenda, survey, and Sign in sheets |
| 13 | Family Fitness Night | Physical Education Teacher, PTA and 21st Century | To emphasize the importance of physical fitness, get kids interested in sports and active games, and to provide families with connections and resources in the community. | January 21, 2016 | Newsletter, Agenda, Sign In Sheets |
| 14 | Literature Bingo | Community Outreach Committee, Assistant Principal | Provide an evening for families to learn reading strategies that can be implemented at home | April 2016 | Handouts, Sign in sheets |

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|----|--------------------|--|--|-------------------|--|
| 15 | Readers Theater | Community Outreach Committee, Assistant Principal | Provide students and parents with a program that stimulates their imaginations and emotions. Invited guests model good reading behaviors; exposes student to a range of literature to encourage a lifelong enjoyment of reading | March 2016 | Handouts, Sign in sheets |
| 16 | Parent STEAM Night | Administration, Math Academic Coaches, 3-5 Math Teachers | Provide sessions for parents that are content specific where they are able to create and take activities for home learning that will increase academic performance and help students meet performance expectations and promotional requirements in math and science. | February 18, 2016 | Handouts, Agenda, survey, and 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 | Communicating and working with Parents | Michelle Walsh, Principal; Kanzla Parker, Assistant Principa | To improve the ability of staff to work with parents by providing examples of best practices for parent involvement | November 2015 | agendas, handouts, sign-in sheets, training evaluations |
| 2 | Building Ties between home and school | Michelle Walsh, Principal; Kanzla Parker, Assistant Principa | To improve the ability of staff to work with parents by providing examples of best practices for parent involvement | February 2016 | agendas, handouts, sign-in sheets, training evaluations |
| 3 | Cultural Sensitivity | (ELL District Specialist) | To provide information to staff on various cultures represented in this school to increase awareness | October 2016 | agendas, handouts, sign-in sheets, training evaluations |
| 4 | Diversity and Sexual Harrassement | Camacho, Gaines, Merrett, and Administration | Train in the understanding of cultural influences and impact on school | ongoing | Certificates |

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: Parents will be notified about the center and materials available to parents during PTA meeting on September 24 , 2015.

Computer Accessibility for Parents:

A dedicated parent computer is located in Room 30A.

Conduct Parent/ Family Connections Days and Nights for Each Grade Level

Parents will sign-in and out and will complete an end-of-year survey

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: The Title I program will be explained to parents. The faculty will explain the Curriculum Guide and Baseline assessments administered during the school year to measure student progress. They will also provide parents with information about the Florida Standards Assessment (FSA) and discuss the proficiency levels students are expected to achieve. Jacksonville Heights will notify parents of meetings and pertinent information weekly through flyers in students' Tuesday Folders, through School Messenger, and on the school's marquee to inform the parents of upcoming events. Jacksonville Heights will invite parents to be a part of the Parental Involvement Plan during a meeting in the second week of September 2015-2016 school year. Parent volunteers, with the administration and the parental involvement team, will discuss the School Improvement Plan (SIP), Parental Involvement Plan (PIP), Title I funds, including parent involvement and professional development funds, during two meetings prior to the Annual Meeting. Once the PIP has been approved and presented to all parents, the school PIP will be placed on the school website and hard copies available upon request. Meeting dates will be documented by use of agendas, minutes, and sign in sheets. Jacksonville Heights will seek the participation of parents through the parent involvement annual meeting to gain input for the Parent Involvement Plan. Through the parent feedback surveys, the council will review the effectiveness of the Title I programs and use of funds for improvement.

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 Language Survey, teacher input and interaction with the office staff will be used to determine family needs for written translations. Jacksonville Heights will upon enrollment, will determine through the Language survey a need for translation needs. Information will be disseminated bilingually (English and Spanish) in print. Jacksonville Heights will utilize TDD to notify parents who may be hearing impaired. The school will also use the district provided service, TRANS ACT, to help translate documents into various languages. While on campus, Jacksonville Heights will utilize the services of an interpreter. Any parents who may be blind will receive all communication in Braille. Jacksonville Heights is also wheelchair accessible, therefore accommodating all parents. Parent surveys/feedback forms in different languages will be made available to the parents and used for monitoring purposes.

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:
☒ Not Applicable

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.

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 Meet & Greet | 1 | 100 | Allow parents and students to meet the teachers, office staff, pta officers, and administration. |
| 2 | Open House Night | 1 | 150 | Opportunity to share with parents procedures, rules, rituals, routines and expectations for the year. |
| 3 | PIP and Parent Compact Planning and Review Meeting | 2 | 50 | Provide an opportunity for parents and stakeholders to get involved in the planning of parental involvement activities and the compact between parents, schools, and students |
| 4 | TPU Mentoring Training | 1 | 20 | Train TPU Mentors to implement the Second Step program with their mentees. |
| 5 | Literacy Extravaganza | 1 | 100 | Provide information to parents on the content standards, grade level expectations, and state and local assessments and the impact on student progress. |
| 6 | Annual Title I Meeting | 1 | 30 | To explain what the Title I program is and how parents can become more involved in the school. |
| 7 | STeAM Night | 1 | 300 | Provide sessions for parents that are content specific where they are able to create and take activities for home learning that will increase academic performance and help students meet performance expectations and promotional requirements in math. |
| 8 | Family Night: Reading Make and Take | 1 | 40 | Parents and students utilizing resources at home will display an increase in academic performance. |
| 9 | Family Night: Reading | 1 | 100 | Provide sessions for parents that are content specific where they are able to create and take activities for home learning that will increase academic performance and help students meet performance expectations and promotional requirements in math. |

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 | Foundations | 8 | 15 | Creation of the Positive Behavior Support program that included the parent communication programs. |
| 2 | Preplanning Meeting | 1 | 55 | Introduction to the Parent Contact expectations for school/home connections |

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 | Small population of primarily Spanish Speaking parents with Limited English Proficiency | Send home communication with students in their native language and utilize the ELL Paraprofessional and monitor to speak with parents on a consistent basis to from relationships |
| 2 | Language of English Language Learners | Introduction of the ELL paraprofessional who oversees the communication needs of our parent conferences and literature needs of our populations |
| 3 | Economically Disadvantaged Students -Parents not able to attend due to working or alternative schedules | Provide workshops that are relevant to their needs, publicize events well in advance so that parents are able to inform employers in advance in order to attend events, and offer some activities later in the day. Provide childcare for families with smaller children. |

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 |
|-------|-----------------|-----------------------------|
|-------|-----------------|-----------------------------|
