## PARKWOOD HEIGHTS ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, Ashton Price , 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)].

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

**Mission Statement**

Parental Involvement Mission Statement (Optional)

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| **Response:** To increase the level of knowledge and involvement from the parents of students that attend Parkwood Heights Elementary |

**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:** All parents have the opportunity to participate in all meetings to give input into the process throughout the school year thorough a variety of channels including; PTA meetings, School Advisory Council meetings, and the various parents training sessions offered throughout the school year. The SAC has the responsibility for developing, implementing and evaluating the various school level plans, including the SIP and PIP. More than 50% of the members of the SAC are parent (non-employee) representatives. As part of the feedback for each parent session held, we solicit their ideas and desires concerning training and assistance sessions that they would like to see offered in the future by meeting with core groups of parents and/or feedback form. All parents will be notified and have an opportunity to participate. They were also invited to a meeting to discuss ideas for parental involvement activities. Agenda items, presentation materials and meeting minutes will be used to document the following processes. |

**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 | Parents as Teachers | Parkwood Heights will also help our parents by introducing them to the Parents as Teachers program. Parent as Teachers is an early childhood family support and parent education program. |
| 2 | IDEA | Parents will also recieve specific information related IDEA. ( Bullying/ keeping Students with Disabilities Safe from Bullying.) |

**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)].

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| **count** | **Activity/Tasks** | **Person Responsible**  | **Timeline** | **Evidence of Effectiveness** |
| 1 | Develop agenda, handouts and or presentation of materials, surveys | Principal Price | August 2016 | Sign in sheets, copy of agenda |
| 2 | Develop and Disseminate Invitations | Principal Price | August 2016 | Flyers sent home to students, information placed on website/marquee |
| 3 | Publicize/ Advertise event  | Principal Price | August 2016 | Copy of flyer |
| 4 | Develop Sign in Sheets | Assistant Principal Heybruch | August 2016 | Sign in sheets for meetings |
| 5 | Maintain Documentation | Principal Price and Assistant Principal Heybruch | Sept. 2016 | End of the year review to develop plan for 2013- 2014 |

**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:** Parents are offered the opportunity to meet with child's teacher either in the morning before school (7:50 - 8:20) or in the afternoon after school (3:10 - 3:30) or possibly during their planning time. In special circumstances arrangements can be made to cover a teacher's class in order to ensure that a parent has access to the teacher for meaningful collaboration about their child's education. Parents also have the opportunity to observe their child in the classroom environment by making arrangements ahead of time with the teacher through the Principal or Assistant Principal. Additionally, PTA and SAC meetings are scheduled immediately after school to facilitate parental involvement. We will also have some PTA meetings and parent workshops on the same night so that we can alleviate parents from having to come to two different meetings. Transportation and child-care will be provided for select events and/or meetings. We will also hold a Volunteer training along with continental breakfast for parents interested in volunteering. In addition Parkwood Heights will offer alternate times for Parent Workshops including meetings toward the end of the school day(2:30 pm) so that can participate and then pick up their child at dismissal time. Thus eliminating the need for student coverage and allowing us to have the parents' undivided attention. |

**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 | Volunteer Breakfast and Training | Principal Price, Assistant Principal Heybruch | Provide parents information about Parent Involvement and what it means for them and how we are going to provide various services to help them and their family with wellness and academic achievement. | October 20, 2016 | Sign-in Sheets |
| 2 | Progress Monitoring Individual conferences/ to show parents how their child is progressing in the five areas of reading | Norton, Underwood, Bates, Boyd, Burch, Smith, Costello, Pevy Simmons, Gentzkow, Norton, Peterson and | Provide information to increase parents understanding of grade level expectations and how they can help their children academic performance | Sept. 12-Jun 13 | Conference logs |
| 3 | Read Across America Day | Amy Clark, Reading Coach | Students, especially boys, need to see men reading. Male role models are few and far between in the reading world. Boys are typically 1 to 1-1/2 years behind girls developmentally in reading by middle school. By high school it can be as much as three years behind. Boys who do not read claim that they see reading as a “girly” activity. Why? Because most teachers and parents who read to or with kids are women. | Nov. 18, 2016 | Sign-in Sheets |
| 4 | Parkwood Heights Elementary Math Olympics | Raliegh Burney | Parents will be able to understand the importance of have a toolkit of strategies to solve mathematical problems. When students are provided an environment to develop a plethora of strategies it will increase the student’s ability to answer higher order questions in mathematics. | Dec. 8, 2016 | Sign-in Sheets |
| 5 | FSA math Night/ unpacking the benchmarks in parent friendly language | Raleigh Burney | Help parents understand what students need to know for the state assessment | Jan. 2017 | FCAT 2.0 results |
| 6 | Dudes Do Read parents or family memberrs to read and discuss books with students | Amy Clark | Many people in the United States, particularly students, parents and teachers, join forces on Read across America Day. This nationwide observance coincides with the birthday of Dr Seuss, who is known for writing children’s books.  | Nov. 2016 | Sign-in sheets |
| 7 | Academic Conferences ( face-face) | Principal Price, Assistant Principal Heybruch | provide parents with ongoing data and where their child weaknesses and strengths are in reading | Sept. 13- Jun.14 | Review of assessment data |
| 8 | Annual Meeting/ Informational meeting that will guide parents for the rest of the school year on the activities planned to enhance parental involvement | Assistant Principal Woods | Provide information about volunteering in the classroom and common areas | Oct.2016 | Powerpoint, sign in sheets, Volunteer Liaison |

**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 | Customer Service is not just a Department | Principal Price | How to deal with parents in way that empowers them | Oct. 2016 | Agenda and powerpoint |
| 2 | Volunteering Training | Asst. Principal Woods | improve the ability to staff to work effectively with parents | Oct. 2015 | Agenda, handouts and evaluations forms |
| 3 | Communicating and working with parents | Linda Goerlich | improve the ability to staff to work effectively with parents | Nov. 2016 | Agenda, handouts and evaluations forms |

**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:** Parkwood Heights Elementary will encourage parents to visit our resource center via School Messenger and verbal contact with staff. The center will be available any time school is in session and up to one hour after school. The center will be located near the main office so that parents can readily see what is available and inquire about usage.We will use the Parent Resource attendance to determine success. The Parent will have access to computers in the Parent Resource Center. By doing so, parents will be able to utilize other materials when coming to apply for jobs or accessing Parent Portal. We will use the Parent Resource attendance to determine success. The Parent will have access to computers in the Parent Resource Center. Parent sign in notebook will determine success. |

**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)].

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| **Response:** Parkwood Heights Elementary uses Duval Reads and Duval Math as the approved curriculum for Duval County Public Schools. The curriculum aligns to the Common Core Standards and Florida Standards. Our students will take the Florida State Assessment in grades 3rd, 4th and 5th in the areas of Reading, Math and Science for 5th graders. Students are expected to score at least at a level 3 which would identify them as being on grade level. Parents can request a meeting with the Principal, Assistant Principal, or Guidance Counselor at anytime throughout the school year. Parent training sessions are planned throughout the school year to assist parents in understanding and helping with their child's education in all content areas. We will have additional training in our new parent resource center. We will also provide training on transitioning from elementary to middle school for our fifth grades. Teachers will use sign-in sheets to maintain documentation (copy given to assistant principal) on the dissemination of information, distribution methods and timelines. Teacher-parent conferences, labels in student agendas, information advertised on the school's marquee, email when applicable, teacher phone calls to parents, School Messenger, flyers, and the FCAT Parent Nights. The school will notify parents of most events in the weekly School Messenger calls that come at the beginning of every week. Events, workshops and/or trainings will be placed on the marquee two to one week prior to the activities. School Messenger will be conducted one day prior to events/activities to remind parents. We will also send home flyers for most activities/events. Copies of all newsletters and flyers will be placed in the Title I audit box as evidence. |

**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:** The school will conduct a home language survey and use that data to tell us what languages are being used as the primary language in our students' home. Upon request, we will offer to translate all material sent home through transact; a website that translates all material into the native language. The specific languages in which information will be provided are Spanish and French. Dissemination of information will be provided at monthly meetings, trainings and workshops. The school will ask parents who have disabilities if they are interested in participating in activities at the school so that we may provide accommodations where available.  |

**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%3A%5CUsers%5Cpricea%5CDownloads%5CfileUploads%5C162081_2016-2017_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:///C%3A%5CUsers%5Cpricea%5CDownloads%5CfileUploads%5C162081_2016-2017_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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| [Uploaded Document](file:///C%3A%5CUsers%5Cpricea%5CDownloads%5CfileUploads%5C162081_2016-2017_uploadCompactEvidence.pdf) |

## 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 | Title I Annual Meeting | 1 | 22 | Increased student acheivenment / informed parents |
| 2 | Academic Conferences | 235 | 440 | Increased student achievement/ informed parents |
| 3 | Real Men Read | 1 | 88 | Modeled Reading  |
| 4 | FSA Math Night | 1 | 35 | Increased knowledge of standards and assesments |
| 5 | Read Across America Day | 1 | 400 | Foster the love of Reading |

**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 | Volunteer training | 1 | 32 | Information on how parents can help here at school. Increased student achievement |
| 2 | Communicating and working with parents | 1 | 32 | Improved staff ability to work with parents. Increasing 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 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)].

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Time | The school will provide additional opportunities for parents at various times. |

**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** |