## 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 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)];
* Inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Centers (PIRC) in Florida, i.e., PIRC of Family Network on Disabilities in Florida (FND) and PIRC at University of South Florida (USF) [Section 1118(g)];
* 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:** 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 two 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 [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

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| **Response:** Jacksonville Heights will notify parents weekly through flyers in students’ Tuesday Folders, and 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 2014-2015school year. Parent volunteers, with the administration and the parental involvement team, will discuss the School Improvement Plan (SIP), 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. |

**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 | IDEA (Students with Disabilities) | 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 mid-term reviews. Parents will also be informed of student’s assessment accomodations. 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 1, 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. |

**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 materials | AP, Academic Coaches | By September, 2014 | Copies of agenda, handouts, and PowerPoint in Audit Box Copies |
| 2 | Develop and distribute invitations | AP, Academic Coaches | By October 2014 | Advertisement on the Marquee, newsletters, website, and through School Messenger |
| 3 | Advertise /publicize event | AP, Academic Coaches | By September and October 2014 | Audit Box Copies |
| 4 | Develop Sign- In Sheets | AP, Academic Coaches | By September and October 2014 | Event Sign – In Sheets |
| 5 | Maintain Documentation | AP, Academic Coaches | Ongoing | Archived in the Title I 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)].

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| **Response:** Meetings will be planned for morning, mid-day, 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 can also be conducted through various communication methods such as phone calls, emails, and home visits.  Parent-teacher conferences will be scheduled at flexible times that are convenient for parents to discuss academic, behavior, and social performance of students. |

**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** | **Correlation to Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Parent Meet & Greet | Administration | Parents will have the opportunity to tour the school and meet their child’s teacher. | August 2014 | Sign In Sheets and PowerPoint |
| 2 | PIP and Parent Compact Planning and Review Meeting | Administration, Camacho, and Academic Coaches | Parental Involvement Plan Planning  Provide key stakeholders with an opportunity to assist in the development, revision, and completion of the plan. This process will allow them to assist including creating a budget and parent, student, and teacher compact. In order to increase the number of stakeholders vested and participating in assisting the school in reaching its academic goals. | September 2014 | Invite, Agenda, Sign-in |
| 3 | Community / Business Partnership Breakfast | Administration, Camacho, Community Outreach Committee, PTA, and Academic Coaches | Community / Business Partnerships  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 2014 | Invite, Agenda, Sign-in |
| 4 | TPU Mentoring Training | Administration, Camacho (Guidance), Merrett (Social Worker), Gaines (School Psychologist) | Provide training to Transit Personnel Unit Naval Station Jacksonville (NAS) on mentorship, the Second Steps program. | September 2014 | Handouts, sign in sheets, Second-steps curriculum resources, and Emily Post book |
| 5 | Open House | Teachers, Academic Coaches, Guidance | Provide parents with information about school, parent, student, and grade level expectations. (Academic, behavior, and social). Parents will be informed of the schools’ Title I status, evaluation tools, and ways to help at home to improve academic performance | September 2014 | PowerPoint and sign in sheets |
| 6 | Data Chat Night | Teachers, Academic Coaches | 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. | September 2014 | Handouts and sign in sheets |
| 7 | Annual Title I Program Meeting | Administration | Inform parents about Title I programs | September 2014 | Sign in sheets; agenda |
| 8 | Academic Preparedness  2014-15 | Academic Coaches and  Teachers | K-5 Common Core Standards  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 fifth grade students will sit side by side as students take the required practice test.  Parents will also be provided with information and helpful educational tips and grade level performance expectations. | October 2014 | handouts, sign-in sheets, survey |
| 9 | Home-School Connection: Literacy | Academic Coaches,  VE Resource, and Interventionist | To promote the reading of challenging text. Parents will be provided with strategies to help students as they navigate text at home in an effort to increase student achievement. | November 2014 | handouts, sign-in sheets, survey |
| 10 | Literacy Extravaganza | Academic Coaches,  Teachers | To involve parents in the shared responsibility for reading and writing by supplying them with a toolbox of activities that are content specific and strategies to support literacy at home to help increase academic performance. | December 2014 |  |
| 11 | Grade 5: Science Night | Teachers, Academic Coaches |  | January 2015 | handouts, sign-in sheets, survey |
| 12 | Parent Support Group Offerings | Guidance: Camacho  Psychologist: Gaines  Social Worker:  Merrett  Assistant Principal: Parker | 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. | Quarterly | Handouts, Agendas, Sign-in Sheets |
| 13 | Science, Technology, art, and Mathematics (STEaM) Night | Administration,  Math Academic Coaches,  3-5 Math Teachers | K-5 Common Core Standards  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. | January 2015 | Sign in sheets, programs and evaluations |
| 13 | Family Night: Science | Administration,  Math Academic Coaches,  3-5 Science Teachers | Common Core State Standards  Provide hands-on activities through science to aid in the understanding of science standards. | February, 2015 | Sign in sheet; agenda, parent survey |
| 14 | Reader’s Theater | Community Outreach Committee, Assistant Principal Parker | Provide students and parents with a program that stimulates their imaginations and emotions. Invited guests model good reading behavior; exposes students to a range of literature to encourage a lifelong enjoyment of reading. |  |  |
| 15 | Literature Bingo | Administration, PTA, Community Outreach Committee | Provide an evening for families to learn reading or other content strategies that can be implemented at home,  to build a foundation of support for parents. | April 2015 |  |
| 15 | Family Art Festival | Resource Teachers | Students will display their visual and performance art knowledge in a showcase for parents. | May 2015 |  |

**Staff Training**  
  
Describe the training 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** | **Correlation to Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Communicating and working with parents | Parker, PIP Sub-Committee | Re-visit the rules of engagement and the value of customer service; hosting effective parent- teacher conferences | August 2014 | handout, sign- in sheet |
| 2 | Building Ties between home and school | Walsh, Parker PIP Sub-Committee | To increase parent involvement and improve relations between school and home. | September 2014 | sign - in; agenda |
| 3 | Diversity & Sexual Harrassement | Camacho | 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)].

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| **Response:** Jacksonville Heights will establish a School Advisory Council to offer suggestions on matters related to parent involvement. Also we will continue to promote the Title 1 Parental Involvement Center resource area for parents to access information to help their children be successful in school. Ms. Villerearl, the Parental Involvement Center Coordinator, will be responsible for the parental resource area, which will be available to parents Monday-Friday, starting September 2014. Sign-in sheets, and parent comment/evaluation forms will be used to evaluate the effectiveness of the activities. |

**Communication**  
  
Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]: 1118(c)(4)(A)];

* 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 also submit the parents’ comments on the plan that will be available to the local education agency [Section 1118(c)(5)].

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| **Response:**  To provide parents with timely information about Title I programs, Jacksonville Heights will hold an annual meeting for all parents to attend.  In an effort to explain the curriculum the school will provide several academic based parent nights throughout the school year (reading, math, science). In addition to the interactive academic family nights, the school will conduct an annual FAIR and FSA workshop in order to discuss the forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet.   Jacksonville Heights will offer parents regular meetings to formulate suggestions in decisions related to the education of their child via parent/teacher conferences.   Parents will be notified through School Messenger,, flyers, teacher websites, parent communication folders, and the school's marquee at least two weeks in advance.  Copies of all the flyers, newsletters, surveys, and teacher/parent feedback forms will be used for monitoring purposes. |

**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 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, and using the Parent Link. 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:

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:\Documents%20and%20Settings\bakshis\Local%20Settings\Temporary%20Internet%20Files\Content.IE5\Z4JAKN2F\fileUploads\160971_2011-2012_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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**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 2013-2014 Parental Involvement Plan

**Building Capacity Summary**  
  
Provide a summary of activities provided during the 2013-2014 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** | **Correlation to Student Achievement** |
| 1 | Parent Meet & Greet | 1 | 200 | Allow parents and students to meet the teachers, office staff, and administration |
| 2 | Open House | 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 | 12 | 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 | 10 | Train TPU Mentors to implement the Second Step program with their mentees |
| 5 | Literacy Extravaganza | 1 | 100 | Provide information to parents on content of standards, grade level expectations, and state & local assessments and  impact on student progress |
| 6 | Annual Title I Program Meeting | 1 | 15 | To explain what the Title I program isand how parents can become involved in the Title I program |
| 7 | STEaM Night | 1 | 250 | 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 | 100 | 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 2013-2014 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** | **Correlation to Student Achievement** |
| 1 | Foundations | 8 | 10 | Creation of the Positive Behavior Support program that included the parent communication programs. |
| 2 | Preplanning Meeting | 1 | 60 | Introduction to the Parent Contact expectations for school/home connections |

**Barriers**  
  
Describe the barriers that hindered participation by parents during the 2013-2014 school year in parental involvement activities. Include the steps the school will take during the 2014-2015 school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Language | Introduction of the ESOL paraprofessional who oversees the communication needs of our parent conferences and literature  needs of our populations |
| 2 | Economics-Parents not able to attend due to working or alternative schedules | Create alternative schedules for workshops and conferences to meet the needs of our parents, also providing parents with instructions and passwords for accessing the parent portal. |
| 3 |  |  |

**Best Practices (Optional)**  
  
Describe the parental involvement activity/strategy the school implemented during the 2010-2011 school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

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