



State Board of Education

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December 12, 2014

Rhonda Ashley
Polk County School District
P.O. Box 391
Bartow, FL 33831

Dear Ms. Ashley:

We are pleased to inform you that Polk County 2014-2015 LEA Parental Involvement Policy/Plan (PIP) meets all of the requirements outlined in Section 1118 of the Elementary and Secondary Education Act.

Please be reminded that the local educational agency (LEA) is required to share the contents of the PIP with parents of children participating in the Title I program. The information must be provided in an understandable and uniform format, including alternative formats upon request.

If you have questions or need additional information, please contact Wanda Young via email Wanda.Young@fldoe.org or by telephone at 850-245-0726.

Sincerely,

Sonya G. Morris

SGM/wy

SONYA G. MORRIS, CHIEF
BUREAU OF FEDERAL EDUCATIONAL PROGRAMS

POLK Title I, Part A Parental Involvement Plan

I, Kathryn M. LeRoy, 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 LEA will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children;
- Consistent with Section 1118, the LEA will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of Section 1118(b) of the ESEA, and each includes, as a component, a school-parent compact consistent with Section 1118(d) of the ESEA;
- The LEA will incorporate this LEA-wide parental involvement policy into its LEA Plan developed under Section 1112 of the ESEA;
- In carrying out the Title I, Part A, parental involvement requirements to the extent practicable, the LEA and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand [Section 1118(f)];
- If the LEA Plan for Title I, Part A, developed under Section 1112 of the ESEA is not satisfactory to the parents of participating children, the LEA will submit any parent comments with the plan when the LEA submits the plan to FDOE;
- The LEA will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools, after equitable provisions have been provided to participating private schools;
- The LEA will be governed by the statutory definition of "parental involvement" defined in Section 9101 (32), and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition; and

Signature of Superintendent or Designee

(Note: If this certification is signed by a designee, then the letter authorizing this person to sign in place of the Superintendent must be included with this request.)

Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response:

District and School-based Title I Parent Involvement Programs in Polk County will strive to build RELATIONSHIPS to create real family engagement for every child, every family, every teacher, every day.

Involvement of Parents

Describe the actions the LEA will take to involve parents in the following required policies/plans:

- LEA-wide parental involvement policy (PIP)[Section 1118(a)(2)];
- LEA plan [Sections 1112 (c)(H), 1112(d)(1)]; and
- How the funds reserved for parental involvement will be spent [Section 1118(a)(2)].

Response: Response:

The LEA has a District Parent Advisory Team (D-PAT) that is comprised of a diverse group of parents from any of the 82 Title I schools. This team meets in the spring (March) to review and monitor progress of the current plan and in the fall (September) to make recommendations for the new parent involvement plan (PIP).

In the spring, the LEA Parent Involvement Coordinator has five regional parent workshops and provides an overview of Title I Part A requirements and walks parents through the Parent Involvement Plan (PIP) components. A parent friendly evaluation is given to parents to assist them in giving input on the PIP and to ask for suggestions on the funds reserved for parent involvement.

In the summer, the LEA coordinates efforts with the Office Assessment, Accountability and Evaluation, along with the Office of School Improvement to provide training in school improvement. The mandatory training includes technical assistance in completing the School Improvement Plan (SIP), the process for developing the plan, and strategies for monitoring the plan. Additional elements of the training include conducting effective School Advisory Council (SAC) meetings, Title I requirements, and technical assistance. Trainings are open to participants of the school improvement team. The schools are provided information on addressing the parent involvement requirements for the SIP through their parent involvement plan.

Once the plans are developed and/or revised, schools work to summarize their plan in a parent friendly brochure format. All parents of Title I schools receive a school summary brochure and a district summary brochure that summarizes the plan. Schools reference the district plan and their school PIP and SIP at their Annual Parent Meeting. The district plan and summary brochure are placed on the district's website, on each school's website, and schools keep a copy in their Parent Involvement Notebook (PIN) located in the school's front office.

Parents have an active role and are involved in the development, review, and improvement process through various activities throughout the year including, but not limited to: School Advisory Council meetings; District Advisory Council Meetings; School Board Advisory Committee; PTA/PTO/PTSA meetings; and school parent surveys.

Each of our Title I schools have a Parent Advisory Team (PAT). This team of parents works with the school's Title I parent involvement contact to develop, review, and evaluate their school's SIP, PIP, compact and summary. Schools attend district parent workshops in the spring to begin evaluating their current school plan. Parent survey results are used as part of the evaluation of the plan along with other data and evaluations from parents at the school level. Schools hold two parent meetings in the

spring; the first is to review their current plan, and the second is to revise and write the new plan.

The LEA requires schools to document these parent meetings with an agenda, sign in sheet, and evaluations. The LEA requires schools to document staff and SAC approval of the parent involvement funds, school plan, summary brochure and compact along with their SIP.

TIMELINE FOR COMPLETION/PARENT MEETINGS/SPRING-DISTRICT AREA PARENT MEETINGS:

In March 2014, the Parent Involvement Coordinator held five regional parent meetings at various schools within the school district. Each school's Title I school parent involvement contact was asked to bring two or three parents (Parent Advisory Team) with them to the meeting to review the district plan and summary. A power point on the Title I law and parent's "right to know and be involved" was reviewed. Parent input was gathered and used to write/revise the new district Plan and summary to be reviewed by D-PAT in the fall. At the conclusion of this meeting parents were given an evaluation of the parent meeting and were asked if they would be interested in serving on the D-PAT for the following school year.

Additional information on the levels of Parent Involvement based on Joyce Epstein's "Six Keys to Parent Involvement" and her book were part of this presentation. Activities were conducted based on the six keys to parent involvement to walk schools through the process of reviewing their school plan, summary and compact. Parent input was collected through the activities that provided corrections and /or suggestions to make in writing and revising the new PIP, summary brochure, and compact.

SPRING SCHOOL PARENT MEETINGS:

In April/May, each school's parent involvement contact is required to host additional parent meetings. The first of these meetings is to review the current plan and gather parent input. This parent input will be used to write and revise the plan for the next school year, summary brochure of their plan, and the school parent compact. The second meeting is for the parents to review the plan, summary, and compact with the recommended revisions, and approve it for printing and distribution to all parents.

*Parental input regarding the annual Title I parent involvement survey report in the spring is reviewed with school level parent involvement contacts at our May meeting. The survey is shared with parents at the parent meetings, SAC meetings, and school improvement meetings. Direct comments from parents related to the effectiveness of the plans and the survey results are also discussed and reviewed for input on ways to improve.

COMPLETION OF PLAN/FALL-DISTRICT PIP:

In the Fall, the (District Parent Advisory Team) D-PAT along with Title I Program Coordinators, Director of State and Federal Programs, and the Title I Parent Involvement Coordinator share in the development, implementation, evaluation and review of the Local Educational Agency Plan, the District Improvement Plan, Parental Involvement Plan, and the Title I, Part A application. The D-PAT representatives each receive a copy of the new plan and summary, with revisions, to review, as well as, a parent friendly

rubric asking for input.

In September the D-PAT meets to review the completed plan and summary with any revisions for approval. Prior to the September meeting, each D-PAT member was mailed a copy of the district plan, with the recommended changes from the March meetings, a parent friendly rubric to review the plan with changes, and an invitation to the September meeting. After approval is given the district plan and summary brochures are printed and distributed to all Title I schools and posted on the district's website. Schools have a copy of the district plan and summary on their school website and in their parent involvement notebook (PIN) that is located in the front office.

FALL-SCHOOL PIP:

In the fall, school parent involvement contacts meet with their Parent Advisory Team to review final changes to the parent involvement plan and get approval of their SIP, PIP, summary brochure and compact.

DOCUMENTATION:

Documentation of the involvement of parents for all of the above meetings will be documented through agendas, sign-in sheets, evaluations, and minutes of meetings.

The LEA provides each school a timeline for completing the plan, summary and compact and requires it to be signed by each principal attesting to its completion and dissemination to parents.

Decisions involving the use of the parent involvement funds reserved for parental involvement at the school level are made during the development of the parent involvement plan and the school improvement plan by the School Advisory Council (SAC), and at other parent meetings. Input for the district parent involvement funds is gathered via evaluations at the above D-PAT meetings.

The LEA will monitor SAC memberships and parent leadership to ensure that parents are involved in the process. All schools receive training and information on ways to include parents in the school improvement process through the district training provided by the Office of Assessment, Accountability and Evaluation and the Title I Office.

Technical Assistance

Describe the actions the LEA will take to provide coordination, technical assistance, and other support necessary to assist Title I, Part A schools in planning and implementing effective parental involvement activities which build the capacity of parents to improve the academic achievement of their child and overall school performance [Section 1118(a)(2)(B and C) and 1118(e)(1-14)]. Include a description of the

process the LEA will use to review the school-level PIP to ensure compliance with all requirements of Section 1118 [34 CFR 200.30(e)]. Include information on how the LEA will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

Response:

The LEA will provide technical assistance and other support to assist all schools in planning and implementing effective parental involvement programs to improve student achievement and school performance in the following ways:

Director of Federal Programs:

In September 2014, The Director of Federal programs held a back-to- school meeting. Each Title I school Principal or Administrator was asked to bring their Title I school contacts to the meeting. The Director provided each Title I school relevant information about Title I. This information includes new changes to the law, compliance issues, and required documentation at the school level. Most of our Title I Schools, (approximately 95%), have a school Title I paid academic interventionist. The interventionist is paid through Title I and the position is utilized with 70 percent of time spent working with students and 30percent assisting with implementation of the Title I Plan and documentating compliance. An updated job description for the interventionist was provided. Emphasis was placed on documentation of personnel paid with Title I funds, the required minimum of funds for parent involvement to be spent, the school improvement process, dates for LEA technical assistance to the schools, including the role of the District paid Title I Program Coordinators role in helping their school with Title I monitoring and documentation. Documentation includes, but is not limited to, agendas, meeting notes, evaluations, and sign in sheets.

District Title I School Program Coordinators:

Title I Program Coordinators will meet with school administrators and Leadership Teams throughout the school year at the school site to monitor compliance and documentation regarding Section 1118 with compliance to the law and use of best practices for parent involvement programs. The District Parent Involvement Coordinator and the District Title I Program Coordinators will provide technical assistance, as required.

The Title I schools are divided into four regions within our District. Title I Program Coordinators are each assigned a group of Title I schools within a region. The Program Coordinators meet with school administration regularly and provide technical assistance by scheduling quarterly visits at the school site.

Documentation of school visits by the Title I Program Coordinators includes a log for each school that documents the date of the meeting and what was discussed. Follow-up to monitor schools and additional technical assistance is provided as needed. Documentation of the meetings is kept on file for audit purposes in the LEA office.

Every Title I school is required to keep a hard copy of required information in a Title I Audit Survival Kit (TASK) and in an online TASK file. The District Title I office is able to access the online TASK at any time to monitor compliance in the schools. District School Program Coordinators provide ongoing monitoring throughout the year to ensure compliance.

District Parent Involvement Coordinator:

The District Parent Involvement Coordinator will be responsible for school administration and parent involvement contacts receiving parental involvement resources and information. Information includes tips and a PowerPoint for schools to use on building capacity with staff to effectively work with parents. Schools are encouraged to share this information and PowerPoint activity with their staff and to use this information in their school newsletters or on their school websites. Schools will document this by showing evidence in their school newsletters, emails, meeting agendas and sign in sheets, and any other evidence which is applicable.

Assistance for the PIP/Summary Brochure/ Compact:

The LEA provides assistance to help schools write their school PIP, compact, and summary. A timeline is provided with dates to help complete these required items. The LEA requires schools to hold, at a minimum, two required meetings. The first meeting is to review the current plan, summary and brochure. The second meeting is to write and revise the new plan, brochure and compact for approval and distribution.

The LEA provides technical assistance training and provides a guidance paper with samples of the required documents. The LEA provides peer reviews of the school plans and compacts, offering them feedback and an opportunity to make any necessary corrections and/or revisions.

Parents of participating Title I, Part A schools are provided a summary of each school's plan in a brochure format in English, Spanish or Haitian-Creole. It will be distributed along with the District's summary brochure of the District plan no later than November 1, 2014. A complete school plan, outlining all programs and activities, is available in the school office in the PIN (parent involvement notebook) and on each school website. The School Plans are available in many other languages upon request.

Resources for Building Capacity with Parents:

The District Parent Involvement Coordinator has provided each school with several parent involvement books as resources for effective parent involvement and effective building capacity activities.

These books included: Steve Constantino's, "101 ways to Create Real Family Engagement"; Anne Henderson's "Beyond the Bake Sale"; and Ruby Payne's, "A Framework for Understanding Poverty".

The District Parent Involvement Coordinator will share with schools, as appropriate, additional information on effective parent involvement best practices and research.

District Parent Involvement Meetings:

In March 2015, the Parent Involvement Coordinator will host regional parent meetings within our school district. School parent involvement contacts are invited to attend and

bring a team of two or three parents with them. An invitation is extended to representatives from the participating Title I private schools to attend this meeting and all levels of parent involvement activities and meetings provided by the LEA.

The spring regional meetings are based on Joyce Epstein's "Six Keys to Parent Involvement" and her book "SCHOOL, PARENT & COMMUNITY PARTNERSHIPS: A handbook for effective parent involvement". Additional information is reviewed from; Dr. Steven Constantino's book "101 Ways to Create Real Family Engagement", "Parents and Teachers Working Together" by Davis Yang, and "BEYOND THE BAKE SALE" by Anne Henderson. New research or best practices are also included in the meeting presentation.

District Set Aside PI funds and the District Parent Advisory Team:

The LEA set aside funds for parental involvement are used to support parent involvement activities through District Regional Parent Informational Resource Centers (PIRCs); establishing a Parent Learning University as part of the PIRCS; and to purchase a variety of resources for schools and the PIRCS. This includes; materials on literacy, math, and science; books and resources for parent trainings and supplies for parent communication.

The District Parent Advisory Team (D-PAT) members are surveyed at the spring DPAT meetings for their input as to how the set aside funds should be spent in the most effective manner, and student agendas and parent materials and information to help their child were the top two choices for the 2014-2015 school year.

Assistance for Annual Parent Meeting:

The LEA provides schools with a PowerPoint and video clip that explains; the Title I law, how Title I impacts schools, ways parents can be involved, school-parent compacts, and information on Polk County's new parent centers and parent university.

Schools are provided additional handouts, brochures, and other materials containing Title I information. These materials may be distributed to parents at the meeting and/or at other parent involvement activities and throughout the year including parent conferences.

The LEA collects an "Annual Meeting" Report "which documents, how and when parents were notified about the meeting, flexible dates and times of the meeting, barriers that were addressed (childcare, transportation, meals), and information about the meeting including documentation of an agenda, invitation, sign in sheets, and evaluations is required for schools to keep in their TASK (Title I Audit Survival Kit) for monitoring of compliance.

Monitoring PI Funds:

Title I School Program Coordinator's monitor their assigned schools use of parent involvement funds. Schools may use Title I parent involvement funds to assist in planning parental involvement activities, as well as, building capacity for parents to assist their child at home, and resources for engaging parents in meaningful communication. PI

funds may also be used to address barriers for getting parents involved by providing child care, refreshments, translation and/or transportation for parent meetings and workshops.

Budget Training:

In September every Title I school is invited to participate in budget training. Our Program Finance Technician holds five meetings at different schools in different areas within our school district to train Principals, finance secretaries and Title I school contacts about the expenditure guidelines of their school's Title I budget and allowable and non-allowable expenditures. Schools are reminded of their minimum requirement of funds for parent involvement to be spent.

Coordination and Integration

Describe how the LEA will coordinate and integrate parental involvement strategies from Part A of Title I with other federal programs (including but not limited to Head Start, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters (HIPPY), Voluntary Pre-Kindergarten, Title I, Part C, Title I, Part D of Title I, Title III, and Title IV, Part A) [Sections 1118 (a)(2)(D) and 1118(e)(4)].

count	Program	Coordination
1	Title II-Professional Development	Professional development resources are available to all schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds as made available
2	DJJ	Title I, Part D, provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement
3	Title III-ESOL	Programs for English Language Learners (ELL), participates in the District Advisory Council and provides information to parents by providing information that encourage and develop communication skills and cross-cultural understanding, respect and appreciation with the school, home and community translation of documents in Spanish/Haitian-Creole Person Responsible - District Parent Involvement Coordinator, ESOL Translator and Title One Translator
4	Title I Part C-Migrant Program	Supervised by the Director of Federal Programs and the Program Coordinator for Migrant Programs. This program provides supplemental instructional and support services to support effective parenting of migrant worker families through the many components, including the Migrant Early Childhood Learning Program will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.
5	FDLRS	Florida Diagnostic & Learning Resource System provides resources and trainings to our school based program facilitators.
6	Title X-Homeless	This programs provides services and resources for families of homeless children, a social worker to visit families of homeless children, and uniforms and other assistance to these children and their families.
7	Parent Engagement	Parents K-12 can access online information including; parenting tips, curriculum and assessment information, an other information.)

8	Voluntary Pre-K	The PreK program provides PreK to Kindergarten transition activities including Kindergarten round-up, summer activity calendars, and information and resources to parents of children enrolled in the program.)
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Annual Evaluation

Describe the actions the LEA will take to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the academic quality of the Title I, Part A schools [Section 1118(a)(2)(E)].

Response: The LEA will conduct an evaluation of the content and effectiveness of the District's Parent Involvement Plan in numerous ways throughout the year.

DISTRICT PLAN:

In March and September of each year, the LEA meets with the District Parent Advisory Team (D-PAT) for input into the development, implementation, and evaluation of the existing LEA Plan; Project Application; and Parent Involvement Plan.

In March 2014, five regional meetings were held within our district for the convenience of the parents. The D-PAT reviewed the existing district PIP and analyzed participation data, parent survey information, barriers for parent participation, and made suggestions for revising the plan. The parent input and suggestions from these meetings are being used to revise this year's plan.

School parent surveys were distributed in the spring. The LEA distributed to the school the results and analyzed the results with school parent involvement contacts at the meeting held in May at the district office. Schools use these results with staff and parents as part of their evaluation of their PIP. The LEA uses the results to guide the LEA PIP and school PIPs.

In September 2014, a draft of the PIP, that includes revisions from the parent input from the March meeting, was mailed and forwarded by email to members of the D-PAT for final comments. All suggestions/comments by the parents will be considered and incorporated as feasible. The LEA holds a Fall DPAT meeting in late September and the information from this meeting will be used to make revisions to the 2014-2015 Plan before it is submitted to the state.

SCHOOL PLANS:

The LEA requires schools to conduct three evaluations of the content and effectiveness of their PIP and School Parent Compact.

In the Spring, schools conduct an evaluation of their current PIP and Compact. The LEA provides schools with some guided discussion questions and an agenda to help with the process of reviewing and revising the PIP and compact. Parent input is gathered and revisions are made to the PIP and compact using this parent input.

In the Fall, schools hold another parent meeting to review the PIP and compact with these revisions from the Spring meeting. When the PIP, Compact, and SIP are completed, schools meet with their SAC for final approval. This is to be done within the first six weeks of school. Schools meet with their SAC throughout the year to evaluate the progress of their SIP and PIP.

If the LEA plans to implement LEA-wide activities, describe the actions the LEA will take to build the schools' and parents' 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 [Sections 1118(a)(2)(C), 1118(e)(1-14)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Epstein's Six Keys to Parent Involvement	District PI Coordinator	Improve student achievement (Goal 1-Academics) Strengthen instruction (Goal 2:Academics)	March 2015	number of follow up presentations in the schools with other parents; record of parent attendance
2	Parent Involvement Facilitator Meetings	District PI Coordinator	Provide training tips and information, and support services that strengthen the relations between parents and the school in meaningful ways that improve academic achievement	Monthly Aug.-May 2015	evaluations, school PI activities
3	Title I school's parent survey compilation of results	District PI Coordinator and Evaluator	Results are used to amend the Title I program and the PIP at the school sites to better help meet the needs of parents and students in meaningful ways that will improve academic achievement	On-going	as evidenced by increased achievement in school grade/ and or student standardized test scores
4	Parent Portal	District	Parent Portal allows registered parents or guardians to monitor their student's attendance and academic performance	On-going throughout the school year	as evidenced by increased achievement in school grade/ and or student standardized test scores
5	School Sites Parent Resource Centers	District and Schools	Provides programs and activities that are linked to improving academic achievement	Throughout the school year	as evidenced by increased achievement in school grade/ and or student standardized test scores
6	District Coaches and School Coaches	District Curriculum Specialists	Analyze student data for the purposed of planning effective PI activities in support of student achievement	Throughout the school year	Surveys and evaluations as evidences by increased achievement in school grade/ and or student standardized test scores
7	Parent Involvement Facilitators	District PI Coordinator and School PI facilitators	PI facilitators provide family workshops for specific academic core topics based on student data	Throughout the school year	as evidenced by increased achievement in school grade/ and or student standardized test scores
8	Career & College Nights	School PI school contactsand guidance	Parents will become aware of the college and career opportunities for their children and the procedures	Throughout the school year	as evidenced by attendance

			financial aid.		
9	Parent-Teacher Conferences	PI school contacts and Teachers	Teachers conduct conferences to discuss student achievement, course expectations and attainment of goals	Throughout the school year	Conference logs
10	Transition Activities (Kdg Roundup)	Administration and school facilitators	Prepare students to enter school.	April 2015	Sign in sheet of parent attendance.

Staff Training

Describe the professional development activities the LEA will provide, with the assistance of the schools and parents, 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	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Back to School Principal's Meeting	Director of Federal Programs	Review of the NCLB law, Title I statues, and program guidelines of Title I Part A	September 2014	SIP, PIP, evaluations
2	Title I integration with other federal programs	Director of Federal Programs and Parent Involvement Program Coordinator	Ensures that schools are providing staff with information and PD in all deficient areas	Ongoing	as evidencedby increased achievement in school grade/ and or student standardized test scores
3	SIP meetings	Director of Federal Programs	To assist principals with planning and implementation of effective parent involvement and professional development activities and ensure expenditures are linked to improving academic achievement	Summer 2014	Evaluations and School SIP plans
4	Monthly Interventionalist meetings-Presentation of all compliance issues; book studies; parent activity suggestions; technology- technical assistance, as needed	District Curriculum Specialist	Provide information on subjects such as opening the lines of communication and effective parent conferencing	Monthly August, 2014-May, 2014	Evaluations; participation records from the schools; Sign in sheets
5	Effective Parent Conferencing	PI Coordinator and administration and school PI contacts	Helps parents know the achievement level of their child and how to help them raise their level	September 2014	School based training and teacher conference logs and reports.
6	School Success Web Content & newsletters	PI Coordinator & Technology Specialist	Gives parents 24-7 assistance in helping their child at home	Ongoing	Parent surveys and evaluations
7	Creating Family Friendly Schools	school PI contact, administration at	Increases comfort level of parents coming to the	August 2014-	Parent surveys and evaluations

		the school, District Parent Involvement Coordinator	school and interacting with the staff	Ongoing	
8	Effective Parent Communication	District Title I PI Coordinator	Providing information to help schools effectively communicate with parents	August 2014- Ongoing	Parent surveys and evaluations

Communication and Accessibility

Describe how the LEA 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 LEA 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: *DISTRICT PLAN

The District Parent Involvement Plan is summarized into a legal size tri-fold brochure document (front to back) and is available in English, Spanish and Haitian-Creole. The Home Language Survey Results are used to determine the number of translations needed for distribution to all Title I school families. This summary of the District plan will be distributed to all Title I parents by November 1, 2014. The complete District Title I Parent Involvement Plan will be posted on the District website (www.polk-fl.net) and linked from each Title I school's website, and copies will be in the parent involvement notebook (PIN) located in school offices by November 1, 2014. The District brochure includes information for parents on the Title I law, ways parents can be involved, information on coordination with other Federal programs, Title I PreK pilot program, Title I schools served, (including private schools), future family resource centers, and information about how parents can have a voice in their child's education.

***SCHOOL PLAN**

The School Parent Involvement Plan is summarized into a tri-fold brochure in English, Spanish and Haitian-Creole. Many other languages are available upon request. The summary will outline the major components of the school parent involvement plan. The brochure has information on state assessment dates, volunteering opportunities, dates for activities that build capacity, school demographics, SAC information, information on the Annual Parent Meeting, parent's right to know, and other important dates for parents. The brochure summary will be discussed at the annual Title I parent meeting and distributed to every Title I family by November 1, 2014. The brochure summary and the completed school parent involvement plan will also be included on the school website and available in the school office in the parent involvement notebook (PIN). Copies of the brochure are available in Spanish and Haitian-Creole and other languages upon parent request.

***TRANSLATION**

Translation of materials into Spanish and Haitian Creole are done for Title I Schools through the ESOL department. If schools need translation other than Spanish and Haitian Creole, the LEA will make arrangements (as possible) through the English Speakers of Other Languages (ESOL) Department. Translating machines are also available through the ESOL Department for check out and schools may use Parent Involvement funds to purchase translation machines. The English Language Survey results will be used by the District to determine the number and specific needs for translations into a language other

than English.

*HEARING IMPAIRED/SIGN LANGUAGE

Sign language translation services will be made upon request. Schools contact the LEA for assistance in making these arrangements.

*MIGRANT

The Migrant Education Program assists local schools in providing school communication to parents of eligible migrant students, in their native language. In most cases, the language spoken in the home is Spanish. Through the local school, and with the assistance of the Migrant Program, migrant parents are invited to school meetings and activities and are provided information/translation in their native language. The migrant program has parent resources available to parents for English learning, health information, job information, daily living needs, and many other community contacts. A parent resource guide is also provided for easy access to school and community resources. Migrant specific parent meetings are held each year in various school locations throughout the county that provide education, health, and community information/workshops. A Migrant Parent Advisory Council that meets three times a year is also in place to assist the direction and decisions of the migrant education program. Migrant staff has migrant student lists and other pertinent information that is available to schools upon request.

Parent Centers and Parent University

In August 2014 the District opened four Title I Regional Parent Informational Centers (PIRC). Each center is staffed with a full time Family Involvement Liaison Para, who is bilingual. The centers offer information and resources in multiple languages, materials for parents to check out, two computers for parent use, and ongoing parent workshops as part of our parent university. Our goal is to educate, equip, and partner with our students and their support systems by offering a wide variety of relevant and effective programs and resources that will make a positive impact on the individual and the community. By building strong parent-learning communities we will increase student achievement in our schools.

Polk Parent Learning University for Growing (PLUG) is a collaborative community effort led by Polk County's Title I department and other parent involvement contacts within the school district to help parents become full partners in their children's education. PLUG is a partnership with community agencies and organizations to offer free courses, and family events and activities that will equip families with new or additional skills, knowledge, and resources. Workshops and classes will engage parents in innovative and meaningful partnerships for learning.

The goal of Polk's parent university is to increase parent involvement in the schools and empower parents to raise children who are successful in school and in life. PLUG is a way in which our school district, businesses, and other community organizations can provide education to parents.

The Focus Points of Polk's parent university are: Parenting Awareness: Provide

information and skills to assist parents in supporting their children through the developmental years. Tips for parents on being an advocate for their child, being involved in parent leadership, and effective parenting skills; Learning in the 21st Century: Assist parents in staying current with trends in teaching and learning, along with the challenges associated with living in an age of technology; Health and Wellness: Emphasizes the importance of living a healthy life with a focus on physical, nutritional, and mental health; Personal Growth: Focuses on topics related to personal and professional growth and learning for adults.

Other Federal programs coordinate with Title I to offer materials and workshops as part of these parent centers and parent university.

Discretionary Activities

The LEA parental involvement policy may include additional discretionary activities that the LEA, in consultation with the parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement [Section 1118(e)]. Check here if the LEA does not plan to implement the discretionary parental involvement activities. Check all activities the LEA plans to implement:

count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1	Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1118(e)(8)];	Refreshments, transportation, child care may be provided using school Title I funds	Principals and school based PI contact	Parents receive tools & resources to help their child at home	ongoing
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 parents who are unable to attend those conferences at school [Section 1118(e)(10)];	Flexible meeting times	Principal, PI contact & school team	Parents receive information to help their child at home	ongoing
3	Establishing a LEA-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs [Section 1118(e)(12)]; and	District Parent Advisory Team (D-PAT)	District Parent Involvement Coordinator	Parents are involved in planning Title I programs that provide for the needs of students	2 times a year - fall and spring

Upload Evidence of Input from Parents

Upload evidence of parent input in the development of the plan.

Uploaded Document

Evaluation of the previous year's Parental Involvement Plan

Building Capacity Summary

Provide a summary of the activities provided during the previous school year designed to build the capacity of parents to help their children [Section 1118(e)(1-2)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Spring District Parent Advisory Team (DPAT) meetings with activities to increase parent involvement.	6	321	The parents who attended these meetings were shown video clips and given research based tips on being involved in their child's/children's lives. Goal 1 improve student achievement and Goal 2 strengthen instruction.
2	Title I Parent Involvement School Based Facilitator Meetings	6	81	These meetings provide school based Title I program and parent involvement facilitators with information on compliance items, help with documenting these items as part of monitoring their school Title I program, research based tips on getting parents involvement and communicating more effectively with parents.
3	Title I school's parent survey compilation of results	1	2937	Online parent survey giving them the opportunity to give input as to the climate of their child's school and the Title I program.

Staff Training Summary

Provide a summary of the professional development activities provided during the previous school year by the LEA 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	Back to School Principal's Meeting	1	79	Principals are given updated information on the Title I law and what will be required for documenting compliance.
2	Monthly Title I school based program facilitator meetings	6	81	School based program facilitators are given updates on Title I compliance issues, research based tips on how to communicate effectively with parents, and how to build better relationships with parents and how to create a family friendly school.
3	SIP and PIP Title I Technical Assistance	2	90	Technical assistance from Title I is provided to schools to guide them in writing their SIP and PIP which includes strategies for improving academic achievement and working with parents to increase student achievement.
4	Title I professional development on Effective Parent Conferencing and How to Create a Family Friendly	2	81	School based parent involvement contacts participated in professional development activities, including a Power Point on Effective Parent Conferencing and How to Create a Family Friendly School. Each school was given the two power point presentation to share with their staff.

Private School Summary

Provide a summary of the parental involvement activities provided during the previous school year for private schools implementing a Title I, Part A program [Section 1120(a)(1)].

count	Content and Type of Activity	Number of Participants	Schools Participating	Anticipated Impact on Student Achievement
1	Summer Parent Activity Bags	343	16	Activities and materials to help parents work
2	Annual Parent Meeting	90	12	Inform parents about Title 1 and how
3	Parent Workshop	90	12	Activities shared with parents to use while

Barriers

Describe the barriers which hindered participation by parents in parental involvement activities during the previous school year. Include the steps the LEA will take during the current school year to overcome the barriers and design more effective parental involvement policies (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(2)(E)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Location of parent meetings	The LEA holds District Parent Meetings in different regional areas of our County. The LEA encourages schools to host parent events within their community and to invite the community to participate. The LEA also encourages schools to partner with feeder schools to encourage parent attendance for students with siblings at that school.
2	Translation	The LEA encourages schools to provide all materials to parents in other languages and works with the ESOL department to get materials printed for parents. Schools are encouraged to get translators for meetings.
3	Transportation	The LEA works with the school to provide transportation for parents. The PCSB has partnered with the city bus system and schools can take advantage of bus passes for students and families when applicable. The LEA also encourages schools to host events in the neighborhoods or community to help with transportation issues.
4	Parent Centers	The LEA opened four regional parent resource centers this year. The centers are open at flexible times to accommodate parent's work schedules. The centers are staffed with a full time bilingual paraprofessional. Materials and information in the center is provided in multiple languages and for different grade levels.
5	Parent University	The LEA has coordinated with other federal programs to offer services and resources to parents.

Best Practices (Optional)

Describe the parental involvement activity/strategy implemented during the previous school year the LEA considers the most effective. This information may be shared with other LEAs as a best practice. (Optional)

count	Content/Purpose	Description of the Activity
1	Effective Communication	Each Title I school has a school website and a PIN (parent involvement notebook) located in their front office that contains the following

		information: District and School PIP and summary, school parent compact, parent right to know letter, list of highly qualified staff, data and testing information , SIP, and other relevant information for parents.
2	Increasing Parent Participation	D-PAT District Parent Advisory Team meetings are held in five different schools in the regional areas of our county. The reason for the different locations is to increase parent participation by making the location more convenient for parents to attend.
3	Building Capacity of Parents	The LEA has opened four regional parent resources centers. Each center is staffed with a full time bilingual paraprofessional.
4	Effective Communication	The LEA provides each school with a Title I Guideline book. This guideline book is provided to schools online and a hard copy is given to the Principals. The LEA designed the Guideline book to be user friendly with information on the Title I Law, compliance and how to document meeting compliance.
5	Evaluation/Review	District Title I Program Coordinators go out into schools quarterly to meet with the school based Title I program facilitator to monitor Title I TASK (Title I audit survival kit) documentation. The Coordinators also meet with the Principal to review compliance and budget issues.
6	Building Capacity of Parents	The LEA has begun a parent learning university for parents. This program offers many different workshops and classes for parents to better themselves and teaches ways to better help their child. Classes are offered at flexible dates/times, locations, and in multiple languages.