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FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart
Commissioner of Education

December 12, 2014

Tracye Brown
Hillsborough County School District
901 East Kennedy Blvd
Tampa, FL 33602

Dear Ms. Brown:

We are pleased to inform you that Hillsborough 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

HILLSBOROUGH Title I, Part A Parental Involvement Plan

I, MaryEllen Elia , 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: Parent/Community Involvement Department provides direct support to Title 1 schools to assist them in providing students/families with information and resources to excel as a successful and responsible citizen by establishing partnerships with parents, schools, and community organizations.

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: The district has established a Parent Consortium comprised of representatives from each of the following: district programs that serve parents, nonprofit organizations within the community that support parental engagement, the County Council President of PTA/PTSA, and parent representatives. Each group represented on the Consortium selects/identifies its representative (s) and provides that information to the district Title I Office of Parent/Family and Community Involvement. Quarterly meetings promote collaboration among all stakeholders relative to parental engagement. Meetings are held and input gathered is used to develop the district's Parental Involvement and LEA plans. Suggestions are noted and also aggregated and used to prepare parental involvement plans and to determine the effectiveness of the plan. In addition, School Climate Perception Survey results are aggregated and used to prepare parental involvement plans and to determine the effectiveness of the plan. The survey is distributed to parents in the spring.

Once the plan is developed, a condensed parent friendly version of the District Title I Parent Involvement Plan brochures are sent to schools and distributed to parents in the fall; the brochure has a comment form that parents complete and return; the comments are returned to the district office and are used to assist in the review, implementation, and evaluation of the plan. Both the Parental Involvement Plan and the LEA plan are also posted on the district website and placed in the Parent Information Notebook, PIN, located at each Title I school site.

Signed attestation letters are submitted to the General Director of Federal Programs . The letter includes a statement ensuring that the school has developed, with input from parents, a budget that reflects expenditures equal to but not less than 1% of its Title I allocation for the purpose of supporting the implementation of its Title I parent involvement plan. In accordance with state statute, the membership of each site's School Advisory Council ,SAC, must reflect a majority of its composition to be non school board employees. SAC provides leadership in the development of the School Improvement Plan and the Title I Parental Involvement Plan which contains objectives focused on engaging parents in activities that support student achievement.

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 School Climate Perception Survey was developed by the LEA and distributed to parents, students, teachers, and staff at district schools. The parent section of the Survey includes Joyce Epstein's Six Types of Parental Involvement. A parent committee assisted the LEA with the development of the parent portion of the Survey. The school distributes the survey to parents in the spring, the LEA's Office of Assessment and Accountability analyzes the data and provides the results to each site during the summer. Meetings are then held at each school site to analyze and evaluate survey results to aid the school site in assessing the effectiveness of their Parental Involvement Plan.

District assigned parentcommunity specialists/Mentor/coaches are hired and trained by the district to provide technical assistance, fidelity checks and monitor parent involvement activities at the school sites beginning in September/October. Monitoring includes reviewing the supporting documentation relative to compliance items at each site.

Train the Trainer workshops are provided for Title I parent involvement contacts, regional PIP drop-in technical assistance, SIP/PIP Integration trainings, as well as technical assistance meetings for Title I administrators and secretarial staff to build the capacity of those groups to include parent involvement components in training for school staff.

The district uses school administrators' signed attestation letters to ensure compliance.

The District Title I Office of Parent Involvement reviews each site's Parental Involvement Policy/Plan (SIP) once uploaded by the Florida Department of Education's due date. The rubric, developed by the Florida DOE, is used during the first semester to review each policy to ensure that all compliance items have been addressed. The LEA's Office of Parent/Family and Community Involvement will coordinate/facilitate a process whereby schools will receive feedback relative to their SIP and provided the opportunity to amend or edit the plan if needed. The revised plan will then be resubmitted to the LEA for review.

The District Title I Office of Parent Involvement also provides support through an electronic folder/website that contains a wide array of information to assist schools in implementing effective parent involvement activities. The electronic folder contains the following: State/Federal/Local Requirements and Guidelines, Forms, Publications, Resources for Building Staff Capacity, Resources for Building Parent Capacity, Resources for Business and Community Partnerships, Important Links, School Documents, and Parent Involvement Recognition Opportunities. Additionally, a newsletter called Parent Focus will be shared quarterly with all parent involvement contacts at the school level using electronic distribution.

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 I, Part D (Neglected and Delinquent AKA Project Promise)	Participates in the District Parent Involvement Consortium and includes information in the Opportunities for Parents: AID (Assistance, Involvement, Development) packet. Collaboration also occurs when designing dropout prevention programming and transition support for students and families.
2	Title I, Part A Private Schools	Collaboration with the private schools occurs throughout the school year. Technical assistance for parent engagement occurs annually whereby district provides training to the Title I teachers assigned to private schools. Private school Title I contacts design parent plans that mirror the district's plan and includes parent/teacher conferences, automated parent phone messages/emails/texts, monthly communication, quarterly progress reporting, Title 1 parent meetings, parents as teacher training in reading/math. District private school designee provides parent engagement summary activities and parent survey results to the district for reporting purposes.
3	Title IIA, Professional Development	The district offers capacity building trainings for staff in the area of parental involvement. They provide assistance in the development of an online process for reviewing documentation for state and federal compliance items using Moodle learning platform.
4	Title I, Part C, Migrant	Participates in the District Parent Involvement Consortium and includes information in the Opportunities for Parents : AID (Assistance, Involvement, Development) packet. This department also participates in Parent University education session options for families that occur multiple times per year.
5	Head Start	Participates in the District Parent Involvement Consortium and provides information for the Opportunities for Parents : AID (Assistance, Involvement, Development) packet.
6	Florida Diagnostic Learning Resource System (FDLRS)	Participates in the District Parent Involvement Consortium and provides information for the Opportunities for Parents : AID (Assistance, Involvement, Development) packet; Collaborates with the Office of Parent /Family & Community Involvement to provide Creating Family Friendly Schools training for staff; Provides developmental screening information which is included in the Title I Parent/Family Resource Handbook-Elementary and Middle/HS Editions, and advises the district on parent exceptional student education resources. This department also participates in Parent University education session options for families that occur multiple times per year.
7	Title III, Programs ELL	The district partners with Title 1, Part C (ELL programs) through coordination of services, resource development, and cultural and language technical assistance. As evidence by participation in the District Parent Involvement Consortium, support in the development of Opportunities for Parents : AID (Assistance, Involvement, Development) packet; plans and implements activities to encourage and develop communication skills and cross-cultural understanding, respect and appreciation within the school, home and community . The district ensures that major parent initiatives including Edsby, InSync, MyOn, etc. is offered in multiple language. This department also participates in Parent University education session options for families that occur multiple times per year.

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: An evaluation of the content and effectiveness of the District Parental Involvement Plan is reviewed annually by performing a systems improvement review that entails analyzing appropriate data, eliciting input from parent, staff, and community, identifying goals, establishing measurable outcomes defined by district priorities and initiatives, problem solving through quarterly monitoring reviews, providing training to schools/community to support changes, and communicating updates regularly to our stakeholder groups.

The Hillsborough County Public Schools Parent Involvement Consortium meets quarterly and has the capacity to provide input into the development, implementation, and evaluation of the existing Parental Involvement Plan. It is comprised of parents, representatives from district service provider programs, and representatives from community/non-profit agencies that serve parents/families.

Before, plan development, the Consortium and the District Title I Program staff meet and use the results from the School Climate and Perception Parent Survey and the Parent/Community Involvement School Contact Survey to evaluate the effectiveness of the current District Parental Involvement Plan and make recommendations for improvements. The information is used to revise the Parental Involvement Plan and parental involvement activities accordingly.

For school level evaluation support, the district implements a mentor/coach model to assist schools with the implementation, monitoring, and evaluation of site based parent plans. Additionally, the LEA has developed a Barriers to Parental Involvement survey that schools may administer to assist them in assessing barriers to parental participation. Needs will then be addressed during the technical assistance/train the trainer meetings provided for school staff by the LEA.

Building Capacity

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	Selected Title I schools will provide a data sharing activity and or workshop for parents to assist them in understanding their student's academic achievement data at elementary and middle schools.	Staff at Title I Schools	Increase parent/guardian's awareness of assessment tools used to monitor their student's academic progress.	fall - spring	Survey Results
2	The LEA will provide InSync Parents K-12, an online curriculum resource	LEA District Resource Teacher for	Provides activities for students correlated to Florida standards.	fall - spring	Survey Results and reports

	for parents.	Parent Initiatives			
3	Individual conferences regarding assessments/student progress.	Teachers at each school site.	Teachers conduct conferences to discuss student achievement, course expectations and attainment of goals.	fall - spring	Survey results & school conference logs.
4	Career Fest, College Nights and Pasos al Futuro - Provide parents with information about post secondary programs and opportunities	LEA guidance department	Parents will become aware of college and career opportunities for their children and financial aid procedures	fall-spring	Survey results
5	MySPOT/Edbsy/InSync - Parents are able to access student achievement data and course assignments	Teachers at each school site	Parents at the elementary, middle & high school level are able to access current information relative to their child's academic performance	fall - spring	Survey Results
6	Parent involvement technical assistance - mentor/coaches meet with school PI contacts to provide support and monitor NCLB compliance	District Parent Involvement Staff	Mentor/coaches will help review/interpret data for the purpose of planning effective PI activities in support of student achievement	fall - winter	Review mentor/coach log and exit interview
7	Allocate reading coaches to Title I schools	Federal Programs Director & division directors	Provide family literacy workshops for specific topics	fall - spring	School PIP, Climate Perception Survey(SCPS) results
8	Distribution of A Parent's Quick Guide to Student Success brochure developed by the District Office of Parent Involvement and available online.	District Parent Involvement Staff	Provide activities correlated to state standards in the following content areas: reading, writing, math and science	fall	Title I District Parental Involvement Plan Recommendations
9	Graduation Requirements - Distribution of Parent/Family Resource Handbook-Title I, English & Spanish (Middle/High School Edition) developed by the district Office of Parent Involvement. Limited number of copies per school; also available online for parents of students	District Parent Involvement Staff	Increase parent awareness of resources available to assist students with requirements for graduation	fall	Handbook comment/feedback page
10	Curriculum Requirements - Distribution of Parent/Family Resource Handbook-Title I, English & Spanish (Elementary Edition) developed by the district Office of Parent Involvement (hard copy distribution for parents of Kindergarten students and	District Parent Involvement Staff	Provide activities correlated to state standards in the following content areas: reading, writing, math and science	fall - spring	Handbook comment /feedback page

	online distribution for grades 1-5}				
11	Parent University a series of informal sessions designed to support the academic life of children.	District staff and community partners	Parent University a series of informal sessions designed to support the academic life of children. Impact: Parental awareness, at-home strategies used by parents to supports academics at home, and learn ways to advocate better for resources to assist families in meeting academic challenges.	fall- spring	Session survey results
12	APTT: Academic Parent Teacher Teams	District Staff, School Improvement, and West Tampa Elem.	Academic Parent Teacher Teams (APTT) program model will be piloted to assist in relationship building where together, parents and teachers set goals for their students, individually and as a class. In the process parent engagement and reliance as decision makers will improve	summer, fall, & spring	Student achievement, increased parent involvement, enhanced communication
13	T.O.R.C.H. (Taking Ownership of Reading Countywide in Hillsborough)	District staff and community partners	The district through TORCH acknowledges of the important role community partners play in assisting in summer reading programs for Hillsborough County students. The purpose is to motivate and engage community agencies to encourage summer reading by providing equal access to resources, training, and motivational tools to ensure Hillsborough County children read during the summer.	summer	increased number of books accessed over summer using myOn digital library
14	Connect2Compete	District staff and community partners	Connect2Compete is a federal initiative supported by the Federal Communications Commission in collaboration with EveryoneOn, a national nonprofit organization encouraging internet connectivity for all K-12 students. Connect2Compete will	Enrollment period Aug 15-Nov 15	Numbers of high speed adoptions through partnerships

			benefit our students academically by linking them to digital learning opportunities and resources at an affordable cost.		
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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	LEA will develop and provide a professional development course for elementary and middle/high school staff that includes strategies for sharing data with parents	District Parent/Community Involvement Staff	Staff will acquire meaningful strategies to use when sharing meaningful data with parents. Staff will work with students and parents to set achievement goals.	fall - spring	Workshop Evaluations
2	LEA will provide demonstration video & flyer for school and district staff relative to online resources and district developed publications Parents K-12 an online curriculum resource for parents.	District Parent/Community Involvement Staff	Provide staff with a variety of curricular activities across grade levels and content areas to support student learning at home using online resources and district developed publications.	fall - spring	Survey Results
3	NCLB requirements/Title I parent involvement compliance workshop. Principals & PI contacts will be provided with training that will help them implement an effective parent involvement program and will include technical assistance for the parental involvement plan template.	District Parent/Community Involvement Staff	Standards & requirements for schools to implement communication strategies for parents that support student learning	summer - fall	Review School PIP, PI Attestation letter, SCPS results
4	Distribute Creating Family Friendly Schools workshop training materials online to support the development of a positive school climate with respect to parent engagement.	District Parent/Community Involvement Staff	Create a supportive environment for the purpose of encouraging parent participation to ensure their child's academic success	fall	SCPS Results
5	Allocate a team of mentor/coaches and/or area facilitators to support schools in the development,	District Parent/Community Involvement Staff	District assigned parent community specialists/Mentor coaches will help review/interpret data for	fall - spring	School Fidelity Checklist/notes.

	implementation, and monitoring of their Parental Involvement Plan.		the purpose of planning effective PI activities in support of student achievement.		
6	Provide professional resource materials for Title I administrators and school parent involvement contact relative to the importance of engaging parents as partners in support of student achievement.	District Parent/Community Involvement Staff	Providing school staff with information relative to the importance of family engagement will increase their capacity to partner more effectively with parents in support of student achievement.	summer - fall	Results of User Survey
7	Provide training of strategies and materials using the district's free online resources that support parents and staff for the purpose of improving school/home communication, academic support to parents and care givers, and student achievement.	District Parent/Community Involvement Staff	The training will support building the capacity of staff in order to provide awareness to school sites about the various district online resources available for parents including the mySpot hub which was developed by the LEA to enhance access to individualized student information, parent resources, and facilitate communication.	fall-spring	mySPOT/Edsby Registration Data
8	School partnership development training-the training will provide an improved understanding on how to harness the talents of business/community partners for the purpose of positively impacting student achievement. The participants attending will be receive a copy of the Business Partnership Guide.	District Parent/Community Involvement Staff	Community partnership training will lead to improved/increased business/community partnerships and subsequent resource support and allocation to school to positively affect school culture for parent/school/staff.	Mid-year	SCIP -Parent and increase in partnership support as noted by schools

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: The LEA provides full opportunities for participation in parental involvement activities. The district is divided into eight areas each of which maintains an administrative office within the region they serve. A parent liaison is located in each area office. These parent liaisons are all parents of students who are, or have been, enrolled in exceptional education programs in the district. Their role is to guide and empower parents to become collaborative, effective supporters for their children with disabilities by providing technical support and information. A representative from the cadre of liaisons serves as a member of the LEA's Parent Consortium. The District Parent Involvement Plan will be summarized into a brochure that will be printed in English, Spanish,

Vietnamese and Haitian Creole and distributed to parents in the fall in hardcopy or online. A tear-off comment section is included in the brochure to offer parents an opportunity to provide input reflect on the content of the plan. The district has developed and made available a Barriers to Parental Involvement Survey that schools may administer to assess parent needs at their site.

The LEA has employed fulltime staff for the purpose of providing information to parents in an understandable and uniform format. These translators are allocated to the Title I program, the program for English Language Learners, the Office of Communications, and the Exceptional Student Education program. The LEA allocates bilingual staff to school sites when appropriate based on language survey data. When hiring and allocating bilingual school staff, the LEA has established a procedure to assess the second language proficiency of staff. These school based staff are then able to assist parents at the school site. The LEA uses Parent Link, an automated telephone communication service as well as Twitter and Facebook to inform parents. District and school sites are able to record and send messages in a uniform format, to the extent practical, in a language parents can understand. In addition to the hardcopy resources, phone/text/email messages, the website serves as a means of communicating program information.

Edsby is an enhanced interactive parent communication tool that all parents can access through email or mobile device application.

The Title I Mentor/Coaches review each site's documentation relative to Title I compliance items to confirm that information has been provided to parents in a language or format that is understandable.

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)];	The LEA assists in coordinating the Parent University information session throughout the year. At present, lunch and childcare is provided to the all parents who attend Saturday and evening sessions. Schools will coordinate with the LEA's Department of Transportation to provide transportation, for	District committee and site administrator	Participation at district and school events/activities provides an opportunity for parents to build their capacity to support their child's school achievement.	fall - spring

		economically disadvantaged parents, in an effort to enable them to attend/participate in school activities/events designed to engage parents in support of their child's education.			
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)];	The LEA assists in coordinating the Parent University information session throughout the year on Saturdays from 9-noon. At present, lunch and childcare is provided to the all parents who attend Saturday and evening sessions.	District committee and community partners	Participation at district and school events/activities provides an opportunity for parents to build their capacity to support their child's school achievement.	fall - spring
3	Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)];	Academic Parent Teacher Teams (APTT) program model will be piloted to assist in relationship building where together, parents and teachers set goals for their students, individually and as a class. In the process parent engagement and reliance as decision makers will improve	School Improvement Plan Department and Title 1 are coordinating efforts to plan and implement program	. Experience has shown that families of students in high-poverty schools are more likely to need assistance in understanding how to interpret performance data, and in particular, how to "act" on such information in ways that benefit not only their own child's achievement, but the performance of the school overall.	summer, fall, spring
4	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	The role of Hillsborough County Public Schools in the Sulphur Springs Neighborhood of Promise is to ensure that every child has access to highly effective teachers in great schools with strong systems of family and community support. The goal of this transformative initiative is to strengthen collaborative partnerships whereby these systems of support and resources are accessed by a greater numbers of families. By design, student achievement becomes the measure of success	District, Community, Faith-based Organizations	Many community agencies partner to provide academic support and enrichment programs at school and out- of school which has shown positive academic gains when the same students regularly (60%) attend the provided programs.	year-long

		for this program where			
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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	Curriculum Requirements - Distributed Parent/Family Resource Handbook-Title I, English & Spanish (E	1	0	Provided activities correlated to state standards in the following content areas: reading, writing, math and science
2	Graduation Requirements – Distributed Parent/Family Resource Handbook-Title I, English & Spanish (Mi	1	0	Increased parent awareness of resources available to assist students with requirements for graduation
3	A Parent's Quick Guide to Student Success brochure was made available online for parents of students	1	152	Provided activities correlated to state standards in the following content areas: reading, writing, math and science
4	Allocated reading coaches to Title I schools	1	46	Provided family literacy workshops for specific topics
5	Parent involvement technical assistance - mentor/coaches met with school PI contacts to provide supp	5	152	Coaches helped review/interpret data for the purpose of planning effective PI activities in support of student achievement
6	Provided power point regarding FCAT 2.0 assessment as a tool/resource to share data	2	152	Teachers conducted conferences to discuss student achievement, expectations and attainment of goals.
7	Edsby-Parents were able to access student achievement data and course assignments	1	18749	Parents at the were able to access current information relative to their child's academic performance
8	Career Fest, College Nights and Pasos al Futuro - Provided parents with information about post secon	18	5553	Parents became aware of college and career opportunities for their children and financial aid procedures
9	Individual conferences regarding assessments	2	93777	Teachers conducted conferences to discuss student achievement, course expectations and attainment of goals
10	The LEA provided InSync Parents K-12, an online curriculum resource for parents.	70	38000	Provided activities for students correlated to state and common core standards
11	Selected Title I schools provided a data sharing activity and or workshop for parents to assist them	70	2100	Increased parent/guardian's awareness of assessment tools used to monitor their student's academic progress

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	Allocated a team of mentor/coaches to support schools in the development and implementation of their	2	152	Provide school staff with information relative to importance of family engagement that increased their capacity to partner more effectively with parents in support of student achievement
2	Distributed Creating Family Friendly Schools workshop training materials to support the development	1	152	Create a supportive environment for the purpose of encouraging parent participation to ensure their child's academic success
3	NCLB requirements/Title I parent involvement compliance workshop. Principals & PI contacts were prov	5	152	Standards & requirements for schools to implement communication strategies for parents that support student learning
4	Provided power point with extensive presenter notes regarding FCAT 2.0 assessment as a tool/resource	1	152	Staff will have a resource to share important assessment information with parents in support of student achievement
5	LEA provided "train the trainer" workshop for school and district staff relative to InSync Parents K	3	13	Increase student academic achievement by sharing with parents a free resource tool that
6	LEA developed and provided professional development materials for Title I administrators and School	1	152	Providing school staff with information relative to the importance of family engagement will increase their capacity to partner more effectively with parents in support of student achievement

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	Parent T1 Programmatic communication	16711	36	T1 program communication includes: parent consent forms, welcome letters, newsletters, surveys, monthly communication folder, testing information, open house, and principal consultation.
2	Annual Title 1 Meeting	252	36	An agreement showing that parents/teachers/students work together to help benefit the student achievement
3	T1 Student/Parent/Teacher Academic Communication	7033	36	Communication included quarterly progress reports, parent-student-teacher conference, quarterly two-way communication with classroom teacher for instructional support, regular classroom teacher conference, dialogue with other school personnel for instructional decisions/support.
4	Parent Academic Support activities	2148	36	Activities to support T1 include: newsletters and programs that model, train, practice to support at home learning strategies for parents that focus on instructional objectives and students needs

5	Staff Training	94	36	Professional development activities for teachers to improve classroom instruction for the lowest performing T1 students
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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	Communication with parents who have limited English proficiency.	Schools will send home information/communication in a language that is understandable as well as send translated messages via the district's Parent Link, an automated audio communication system when appropriate, and offer the district-supported InSync Parents K-12 online resource program offered in three languages. The LEA be offering selected resources in additional languages (Vietnamese and Haitian Creole).
2	Only 26% percent of our Title 1 parents are aware that their child attends a Title I school	Parents at Title I schools will respond with a "yes" to "To the best of your knowledge, is this a Title I school?" when completing the School Climate and Perception Survey (SCIP) at a greater increased rate.

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
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