



State Board of Education

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Pam Stewart  
Commissioner of Education

December 15, 2015

Debra Arias  
Hillsborough County School District  
901 East Kennedy Blvd.  
Tampa, FL 33602


Dear Ms. Arias:

We are pleased to inform you that the Hillsborough County 2015-16 LEA Parental Involvement Policy/Plan meets all of the requirements outlined in Section 1118 of the Elementary and Secondary Education Act.

Please be reminded that the LEA is required to share the contents of the parental involvement policy 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 Tony Graham via email at [Tony.Graham@fldoe.org](mailto:Tony.Graham@fldoe.org), or by telephone at 850-245-9893.

Sincerely,

  
Sonya G. Morris

SGM/tog

SONYA G. MORRIS, CHIEF  
BUREAU OF FEDERAL EDUCATIONAL PROGRAMS

# Hillsborough County Public Schools

## Parental Involvement Plan

### HILLSBOROUGH Title I, Part A Parental Involvement Plan

I, Jeff Eakins, 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, Jeff Eakins

10-2-15  
Date Signed

Marva Johnson, *Chair*  
John R. Padget, *Vice Chair*  
*Members*  
Gary Chartrand  
John A. Colón  
Rebecca Fishman Lipsey  
Michael Olenick  
Andy Tuck



## 2015-2016 LEA Parental Involvement Adoption Page

### Hillsborough County:

This policy was adopted by the LEA on October 2015 and will be in effect for the period of one year through October 2016. The LEA will distribute this policy to all parents of participating Title I, Part A children on or before November 20, 2015.

Debra Arias, General Director, Federal Programs

10-2-2015

(Date)

Provide evidence that the LEA PIP was developed with the input of parents and based on the evaluation of the previous year PIP.

## HILLSBOROUGH Title I, Part A Parental Involvement Plan

I, Jeff Eakins, 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

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### 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:** Parental involvement department provides direct support to Title I schools to assist them in providing students/families with information and resources to excel academically and prepare students for life by establishing partnerships with parents, schools, and community organizations.

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## 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 representing the Title I parent voice. The mission of the Parent Consortium is to interpret parent input in order to inform the way the district communicates, advocates, and links district and community resources that support and strengthen the role parents play in their child's education. Each group represented on the Consortium selects/identifies its representative (s) and provides that information to the district Title I office of parent 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 brochure is 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 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.

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## 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 (PIP). Modifications may be made to the PIP following data review.

District Title I Parent Involvement District Resource Teachers 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.

Bi-Annual Title I meetings are held for administrators and secretarial/support staff to build the capacity of those groups to include parent involvement components; train-the-trainer workshop model is provided for Title I parent involvement contacts annually; and technical assistance sessions are provided throughout the year, providing an opportunity for peer collaboration.

The district uses school administrators' signed attestation letters to acknowledge compliance is met.

The district Title I office of parental involvement reviews each site's parental involvement plan/policy (PIP) once uploaded by the Florida Department of Education's due date. The rubric, developed by the Florida DOE, and 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 involvement will coordinate/facilitate a process whereby schools will receive

feedback relative to their PIP 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, and resources for business and community partnerships, important links, school documents, and parental involvement recognition opportunities.

## 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 I 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 Consortium and includes information in the Opportunities for Parents: AID (Assistance, Involvement, and Development) packet. This department also participates in Parent University education session options for families that occur multiple times per year. Migrant leadership attends bi monthly district Title I meetings providing the opportunity to integrate and coordinate.
5	Head Start	Participates in the District Parent Involvement Consortium and provides information for the Opportunities for Parents: AID (Assistance, Involvement, and Development) packet. Head Start leadership attends weekly district federal program meetings providing the opportunity to integrate and coordinate.

6	Florida Diagnostic Learning Resource System (FDLRS)	Participates in the district Parent Consortium and provides information for the Opportunities for Parents : AID (Assistance, Involvement, Development) packet; collaborates with the office of parent involvement to provide Creating Family Friendly Schools training for staff; 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 I, Part C (ELL programs) through coordination of services, resource development, and cultural and language technical assistance. As evidence by participation in the district Parent Consortium, support in the development of Opportunities for Parents: AID (Assistance, Involvement, and 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, MyOn, etc. are available in multiple languages. 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 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 utilizes Title I parent involvement district resource teachers 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	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.
3	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
4	MySPOT-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
5	Parent involvement technical assistance -PI district resource teachers meet with school PI contacts to provide support and monitor ESEA compliance	District Parent Involvement Staff	PI District Resource Teachers will help review/interpret data for the purpose of planning effective PI activities in support of student achievement	fall - winter	Review PI DRT log and exit interview
6	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
7	Distribution of A Parent's Quick Guide to	District Parent Involvement Staff	Provide activities correlated to state	fall	Title I District Parental

	Student Success brochure developed by the District Office of Parent Involvement and available online.		standards in the following content areas: reading, writing, math and science		Involvement Plan Recommendations
8	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
9	APTT: Academic Parent Teacher Teams	District Staff, School Improvement staff, and APTT staff from participating schools	Academic Parent Teacher Teams (APTT) program model will be implemented at selected sites 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
10	Summer Reading Summit	District staff and community partners	The district through the Summer Reading Challenge program acknowledges 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
11	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	fall	Numbers of high speed adoptions through partnerships

			connectivity for all K-12 students. Connect2Compete will benefit our students academically by linking them to digital learning opportunities and resources at an affordable cost.		
12	Just Take 20	District Reading/Literacy Staff	JustTake20 developed by the FDOE has developed professional development and parent engagement literacy materials that provide literacy support staff, students and their families. The benefits of reading 20 minutes a day: increases fluency and confidence; increases vocabulary, comprehension, and writing skills; helps students experience the world around them and understand how literacy leads to college, career, and beyond; students form a positive habit, etc.	ongoing	Staff Survey results

## 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	ESEA 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
2	Distribute Creating Family Friendly Schools workshop training materials online to support the development of a positive school	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

	climate with respect to parent engagement.				
3	PI District Resource Teachers will support schools in the development, implementation, and monitoring of their Parental Involvement Plan.	District Parent/Community Involvement Staff	PI district resource teachers will help review/interpret data for the purpose of planning effective PI activities in support of student achievement.	fall - spring	School Fidelity Checklist/notes
4	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
5	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 Registration Data
6	Academic Parent Teacher Teams (APTT) trainings	District staff, school Administrative Staff	Academic Parent Teacher Teams (APTT) program model will be implemented at selected sites 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

## 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 and Spanish then distributed to parents in the fall in hardcopy and 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 full-time 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 parent involvement district resource teacher 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.

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## **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 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.	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
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 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	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 number of families. By design, student	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

		achievement becomes the measure of success.			
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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 offered to help build the capacity of parents improve their children academic achievement [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, Eng & Spa(Elem)	1	116	Provide 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, Eng & Spa (MS&HS)	1	59	Increase 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	163	Provide activities correlated to state standards in the following content areas: reading, writing, math and science
4	Allocated reading coaches to Title I schools	1	9	Provide family literacy workshops for specific topics
5	Parent involvement tech assistance - mentor/coaches met with site PI contacts to provide support	4	163	Coaches help review/interpret data for the purpose of planning effective PI activities in support of student achievement
6	MySpot/Edsby/InSync- Parents were able to access student achievement data and course assignments	1	55766	Parents access current information relative to their child's academic performance
7	Career Fest, College Nights and Pasos al Futuro - Provided parents with information about post secon	14	3842	Parents become aware of college and career opportunities for their children and financial aid procedures
8	Individual conferences regarding assessments	2	96307	Teachers conduct conferences to discuss student achievement, course expectations and attainment of goals
9	T.O.R.C.H.(Taking Ownership of Reading Countywide in Hillsborough)-Summer reading program	1	265907	Improve student achievement by increasing number of books accessed in summer by using myOn digital library
10	Connect2Compete-Program that links students to digital learning & resources	1	9006	Increase student achievement through digital learning
11	Parent University-series of informal sessions designed to support student learning	3	639	Increase student learning by providing at-home strategies families could use to support academics

### Staff Training Summary

Provide a summary of the professional development activities provided 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	163	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	163	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	163	Standards & requirements for schools to implement communication strategies for parents that support student learning
4	LEA developed and provided professional development materials for Title I administrators and School	1	163	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 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 Title I Programmatic communication	1068	32	Title I program communication includes: parent consent forms, welcome letters, newsletters, surveys, monthly communication folder, testing information, open house, and principal consultation.
2	Annual Title I Meeting	221	32	An agreement showing that parents/teachers/students work together to help benefit the student achievement
3	Title I Student/Parent/Teacher Academic Communication	1245	32	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	888	32	Activities to support Title I 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	48	32	Professional development activities for teachers to improve classroom instruction for the lowest performing Title I students

### 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 upcoming 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 will be offering selected resources in additional languages (Vietnamese and Haitian Creole) at a later date in the future.
2	Only 26% percent of our Title I 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 at a greater increased rate.

### Best Practices (Optional)

Describe the parental involvement activity/strategy implemented during the previous school year that 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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# Summary of Complete Dates for 2015-2016 @ 11:10am, 12/8/15

The table below shows the initial complete dates for the lea report entered for each title by district. A gray cell indicates self-evaluation.

District Name	District Number	Title I, Part A	Title I, Part C	Title I, Part D, Subpart 1	Title I, Part D, Subpart 2	Title II, Part A	Title III, Part A	Title VI, Part B, Subpart 2	Title X, Part C
Alachua	1	11/17/2015	11/19/2015	NOT FUNDED	11/17/2015	11/16/2015	11/16/2015	NOT FUNDED	11/16/2015
Baker	2	12/3/2015	NOT FUNDED	NOT FUNDED	NOT FUNDED	12/3/2015	NOT FUNDED	NOT FUNDED	12/4/2015
Bay	3	11/16/2015	11/18/2015	NOT FUNDED	12/1/2015	12/3/2015	12/3/2015	NOT FUNDED	12/4/2015
Bradford	4	11/18/2015	11/19/2015	NOT FUNDED	NOT FUNDED	12/1/2015	NOT FUNDED	11/30/2015	11/18/2015
Brevard	5	11/20/2015	NOT FUNDED	NOT FUNDED	11/30/2015	11/30/2015	11/20/2015	NOT FUNDED	11/30/2015
Broward	6	11/19/2015	11/19/2015	NOT FUNDED	11/19/2015	11/22/2015	12/7/2015	NOT FUNDED	12/2/2015
Calhoun	7	11/22/2015	11/17/2015	NOT FUNDED	NOT FUNDED	11/20/2015	11/20/2015	11/22/2015	11/22/2015
Charlotte	8	11/22/2015	NOT FUNDED	NOT FUNDED	NOT FUNDED	11/20/2015	11/20/2015	NOT FUNDED	11/30/2015
Citrus	9	11/30/2015	11/23/2015	NOT FUNDED	11/30/2015	12/2/2015	12/1/2015	NOT FUNDED	12/1/2015
Clay	10	11/30/2015	11/23/2015	NOT FUNDED	NOT FUNDED	12/4/2015	12/1/2015	NOT FUNDED	12/2/2015
Collier	11	11/18/2015	11/18/2015	NOT FUNDED	11/16/2015	11/17/2015	11/17/2015	NOT FUNDED	11/20/2015
Columbia	12	12/2/2015	11/24/2015	NOT FUNDED	NOT FUNDED	12/2/2015	NOT FUNDED		12/2/2015
Department of Corrections	76	NOT FUNDED	NOT FUNDED	11/16/2015	NOT FUNDED	11/30/2015	NOT FUNDED	NOT FUNDED	NOT FUNDED
DeSoto	14	11/20/2015	11/20/2015	NOT FUNDED	11/20/2015	11/20/2015	11/20/2015	11/20/2015	11/20/2015
Dixie	15	11/16/2015	11/24/2015	NOT FUNDED	NOT FUNDED	11/16/2015	NOT FUNDED	11/16/2015	11/16/2015
Duval	16	12/1/2015	NOT FUNDED	NOT FUNDED	12/4/2015	12/3/2015	12/3/2015	NOT FUNDED	12/3/2015
Escambia	17	11/16/2015	11/16/2015	NOT FUNDED	11/19/2015	11/24/2015	11/19/2015	NOT FUNDED	11/18/2015
FAMU DRS	74	11/30/2015	NOT FUNDED	NOT FUNDED	NOT FUNDED	12/3/2015	NOT FUNDED	NOT FUNDED	12/3/2015
FAU Lab School	72	11/24/2015	NOT FUNDED	NOT FUNDED	NOT FUNDED	12/2/2015	NOT FUNDED	NOT FUNDED	12/2/2015
Flagler	18	11/17/2015	11/24/2015	NOT FUNDED	NOT FUNDED	11/30/2015	11/23/2015	NOT FUNDED	11/28/2015
Florida Virtual School	71	11/20/2015	NOT FUNDED	NOT FUNDED	NOT FUNDED	11/29/2015	NOT FUNDED	NOT FUNDED	12/2/2015
Franklin	19	11/23/2015	11/17/2015	NOT FUNDED	NOT FUNDED		NOT FUNDED	11/23/2015	11/24/2015
FSDB	68	12/2/2015	NOT FUNDED	NOT FUNDED	NOT FUNDED	11/30/2015	NOT FUNDED	NOT FUNDED	11/17/2015
FSU	73	12/4/2015	11/17/2015	NOT FUNDED	NOT FUNDED	12/3/2015	NOT FUNDED	NOT FUNDED	12/3/2015
Gadsden	20	11/23/2015	11/17/2015	NOT FUNDED	NOT FUNDED	11/23/2015	11/24/2015	NOT FUNDED	11/23/2015
Gilchrist	21	12/4/2015	11/24/2015	NOT FUNDED	NOT FUNDED	12/4/2015	NOT FUNDED	12/4/2015	12/4/2015
Glades	22	11/23/2015	11/23/2015	NOT FUNDED	NOT FUNDED	11/23/2015	11/23/2015	11/27/2015	11/23/2015
Gulf	23	11/17/2015	11/17/2015	NOT FUNDED	NOT FUNDED	11/17/2015	NOT FUNDED	11/17/2015	11/17/2015
Hamilton	24	11/23/2015	11/24/2015	NOT FUNDED	NOT FUNDED	11/23/2015	11/23/2015	11/23/2015	11/23/2015
Hardee	25	11/17/2015	11/17/2015	NOT FUNDED	NOT FUNDED	11/19/2015	11/17/2015	11/17/2015	11/17/2015
Hendry	26	11/17/2015	11/17/2015	NOT FUNDED	NOT FUNDED	11/17/2015	11/17/2015	11/17/2015	11/17/2015
Hernando	27	11/16/2015	NOT FUNDED	NOT FUNDED	NOT FUNDED	11/17/2015	11/30/2015	NOT FUNDED	11/17/2015

Highlands	28	11/18/2015	11/18/2015	NOT FUNDED	11/20/2015	11/18/2015	11/18/2015	NOT FUNDED	11/18/2015	11/18/2015	11/18/2015
Hillsborough	29	11/18/2015	11/18/2015	NOT FUNDED	11/19/2015	11/19/2015	11/19/2015	NOT FUNDED	11/19/2015	11/19/2015	11/19/2015
Holmes	30	11/30/2015	11/17/2015	NOT FUNDED	NOT FUNDED	12/3/2015	NOT FUNDED	NOT FUNDED	11/30/2015	11/30/2015	11/30/2015
Indian River	31	11/30/2015	11/30/2015	NOT FUNDED	NOT FUNDED	11/30/2015	11/30/2015	NOT FUNDED	11/30/2015	11/30/2015	11/30/2015
Jackson	32	11/24/2015	11/17/2015	NOT FUNDED	12/1/2015	12/1/2015	12/1/2015	NOT FUNDED	12/1/2015	12/1/2015	12/1/2015
Jefferson	33	12/2/2015	11/20/2015	NOT FUNDED	NOT FUNDED	11/20/2015	11/20/2015	NOT FUNDED	12/2/2015	12/2/2015	12/2/2015
Lafayette	34	11/17/2015	11/16/2015	NOT FUNDED	NOT FUNDED	11/16/2015	11/17/2015	11/17/2015	11/16/2015	11/16/2015	11/16/2015
Lake	35	11/30/2015		NOT FUNDED					11/30/2015	11/30/2015	11/30/2015
Lake Wales	481	11/20/2015	11/20/2015	NOT FUNDED	NOT FUNDED	11/20/2015	11/20/2015	NOT FUNDED	11/20/2015	11/20/2015	11/20/2015
Lee	36	12/2/2015	11/30/2015	NOT FUNDED	11/24/2015	12/2/2015	11/30/2015	NOT FUNDED	11/30/2015	11/30/2015	11/30/2015
Leon	37	12/3/2015	11/17/2015	NOT FUNDED	12/1/2015	11/24/2015	12/3/2015	NOT FUNDED	12/3/2015	11/30/2015	11/30/2015
Levy	38	12/4/2015	11/24/2015	NOT FUNDED	NOT FUNDED	12/4/2015	11/24/2015	11/24/2015	12/4/2015	12/2/2015	12/2/2015
Liberty	39	12/1/2015	11/17/2015	NOT FUNDED	12/1/2015	12/1/2015	12/1/2015	NOT FUNDED	12/1/2015	12/1/2015	12/1/2015
Madison	40	12/3/2015	12/2/2015	NOT FUNDED	12/4/2015	12/4/2015	12/4/2015	NOT FUNDED	12/4/2015	12/3/2015	12/3/2015
Manatee	41	12/3/2015	11/16/2015	NOT FUNDED	12/7/2015	12/7/2015	12/7/2015	NOT FUNDED	12/7/2015	12/7/2015	12/7/2015
Marion	42	12/1/2015	12/2/2015	NOT FUNDED	11/16/2015	11/16/2015	11/16/2015	NOT FUNDED	11/16/2015	11/16/2015	11/16/2015
Martin	43	11/19/2015	11/17/2015	NOT FUNDED	11/17/2015	11/17/2015	11/17/2015	NOT FUNDED	11/17/2015	11/17/2015	11/17/2015
Miami-Dade	13	11/19/2015	11/19/2015	NOT FUNDED	11/19/2015	11/19/2015	11/19/2015	NOT FUNDED	11/19/2015	11/19/2015	11/19/2015
Monroe	44	11/17/2015	NOT FUNDED	NOT FUNDED	NOT FUNDED	11/17/2015	11/17/2015	NOT FUNDED	11/17/2015	11/17/2015	11/17/2015
Nassau	45	11/24/2015	NOT FUNDED	NOT FUNDED	NOT FUNDED	11/30/2015	11/30/2015	NOT FUNDED	11/30/2015	11/30/2015	11/30/2015
North Florida Youth Development Center	694	NOT FUNDED	NOT FUNDED	NOT FUNDED	NOT FUNDED	NOT FUNDED	NOT FUNDED	NOT FUNDED	NOT FUNDED	NOT FUNDED	NOT FUNDED
Okaloosa	46	11/30/2015	11/17/2015	NOT FUNDED	12/1/2015	12/1/2015	12/1/2015	NOT FUNDED	12/1/2015	12/1/2015	12/1/2015
Okeechobee	47	12/3/2015	12/4/2015	NOT FUNDED				NOT FUNDED	12/4/2015	12/4/2015	12/4/2015
Okeechobee Boys School	693	NOT FUNDED	NOT FUNDED	12/4/2015	NOT FUNDED	12/4/2015	12/4/2015	NOT FUNDED	NOT FUNDED	NOT FUNDED	NOT FUNDED
Orange	48	11/18/2015	12/1/2015	NOT FUNDED	11/18/2015	11/18/2015	11/18/2015	NOT FUNDED	11/18/2015	11/18/2015	11/18/2015
Osceola	49	12/3/2015	12/3/2015	NOT FUNDED	12/3/2015	12/3/2015	12/3/2015	NOT FUNDED	12/3/2015	12/3/2015	12/3/2015
Palm Beach	50	11/24/2015	11/20/2015	NOT FUNDED	12/1/2015	12/1/2015	12/1/2015	NOT FUNDED	12/1/2015	12/1/2015	12/1/2015
Pasco	51	11/30/2015	12/3/2015	NOT FUNDED	12/3/2015	12/3/2015	12/3/2015	NOT FUNDED	12/3/2015	12/3/2015	12/3/2015
Pinellas	52	11/20/2015	NOT FUNDED	NOT FUNDED	12/3/2015	12/3/2015	12/3/2015	NOT FUNDED	12/3/2015	12/3/2015	12/3/2015
Polk	53	11/16/2015	11/16/2015	NOT FUNDED	11/16/2015	11/16/2015	11/16/2015	NOT FUNDED	11/16/2015	11/16/2015	11/16/2015
Putnam	54	11/30/2015	11/18/2015	NOT FUNDED	NOT FUNDED	11/30/2015	11/30/2015	NOT FUNDED	11/30/2015	11/30/2015	11/30/2015
Santa Rosa	57	11/23/2015	11/17/2015	NOT FUNDED	NOT FUNDED	11/23/2015	11/23/2015	NOT FUNDED	11/23/2015	11/23/2015	11/23/2015
Sarasota	58	11/18/2015	11/20/2015	NOT FUNDED	NOT FUNDED	11/20/2015	11/20/2015	NOT FUNDED	11/20/2015	11/20/2015	11/20/2015
Seminole	59	11/23/2015	NOT FUNDED	NOT FUNDED	11/23/2015	11/23/2015	11/23/2015	NOT FUNDED	11/23/2015	11/23/2015	11/23/2015
St. Johns	55	11/20/2015	11/23/2015	NOT FUNDED	12/2/2015	12/2/2015	12/2/2015	NOT FUNDED	12/2/2015	12/2/2015	12/2/2015
St. Lucie	56	11/24/2015	11/24/2015	NOT FUNDED	11/24/2015	11/24/2015	11/24/2015	NOT FUNDED	11/24/2015	11/24/2015	11/24/2015
Sumter	60	11/20/2015	NOT FUNDED	NOT FUNDED	NOT FUNDED	11/30/2015	11/30/2015	NOT FUNDED	11/30/2015	11/30/2015	11/30/2015

TVI - no funded in 14-  
15 but is in 15-16

Suwannee	61	11/13/2015	11/13/2015	NOT FUNDED	NOT FUNDED	11/15/2015	11/15/2015	11/13/2015
Taylor	62	11/30/2015	11/17/2015	NOT FUNDED	NOT FUNDED	11/30/2015	11/30/2015	11/30/2015
UF Lab School	75		NOT FUNDED	NOT FUNDED	NOT FUNDED		NOT FUNDED	
Union	63	11/30/2015	11/24/2015	NOT FUNDED	12/2/2015	12/2/2015	12/2/2015	12/2/2015
Volusia	64	12/3/2015	12/3/2015	NOT FUNDED	12/3/2015	12/3/2015	NOT FUNDED	11/30/2015
Wakulla	65	11/30/2015	11/17/2015	NOT FUNDED	NOT FUNDED	11/30/2015	NOT FUNDED	11/17/2015
Walton	66	11/30/2015	11/17/2015	NOT FUNDED	12/1/2015	11/30/2015	NOT FUNDED	11/19/2015
Washington	67	11/20/2015	11/17/2015	NOT FUNDED	NOT FUNDED	11/20/2015	11/20/2015	11/20/2015