



State Board of Education

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Commissioner of Education

December 29, 2015

Sandra Sanchez  
Palm Beach County School District  
3300 Forest Hill Boulevard, Suite C-206  
West Palm Beach, FL 33406

Dear Ms. Sanchez:

We are pleased to inform you that the Palm Beach 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

## **PALM BEACH Title I, Part A Parental Involvement Plan**

I, Robert M. Avossa, Ed.D., 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.

  
\_\_\_\_\_  
Signature of Superintendent or Designee

9-16-15  
\_\_\_\_\_  
Date Signed

(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.)

State Board of Education

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Commissioner of Education

**2015-2016 LEA Parental Involvement Adoption Page**

**LEA or District Name:**

*Palm Beach*

This policy was adopted by the LEA on 08/04/2015 and will be in effect for the period of one year through 08/03/2016. The LEA will distribute this policy to all parents of participating Title I, Part A children on or before 11/06/2015.

*Don Moduk*

(Signature of Title I Authorized Representative)

*9/29/15*

(Date)

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

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OFFICE OF GRANT MANAGEMENT

## **PALM BEACH Title I, Part A Parental Involvement Plan**

I, Dr. Robert M. Avossa, 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:** The mission of the Parental Involvement Policy/Plan is to encourage all parents to participate as informed partners with school personnel to implement family involvement programs that will benefit parents and students in order to improve student achievement.

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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 Department of Federal and State Programs will ensure the inclusion of parents in the development, implementation and evaluation of the LEA-wide Parental Involvement Policy/Plan through the Title I District Parent Advisory Council (DPAC). All Title I parents will be invited to participate in DPAC and all parents/guardians who wish to participate are selected. Parent leaders are elected by the council members to serve as officers.

Parents will review and evaluate the objectives of the LEA on an ongoing basis. Input from parents will be documented through minutes taken at each DPAC meeting, and shared with each member. The DPAC will discuss the funds needed for the strategies, resources and materials that will be included in district family initiatives and/or parent trainings. DPAC will provide feedback on appropriate allocations of the Parent Involvement set-aside.

All parents in Title I schools will receive a district summary of the LEA Parent Involvement Plan (PIP); the summary will also be posted on the Title I website. The Department website publicizes events and information for parents and school staff. Communication is provided in English, Spanish, Haitian-Creole, and Portuguese to meet the needs of all stakeholders.

A Family Involvement Survey will be distributed to all parents/guardians of students in Title I schools. Results will be compiled into a data report containing both district and individual school family involvement data. The data will be reviewed with parents and staff and will serve to guide schools' goals and plans.

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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:** 1. The District's Title I Support Specialists provide guidance to Principals and their staff to ensure that budgets for parental involvement programs are planned and appropriately spent on family involvement initiatives that link to student achievement. If a purchase requisition is received that is not consistent with the submitted plan, schools

are contacted to make revisions. Support Specialists review activities and trainings to ensure alignment with the needs of parents and the PIP. Support is documented in site logs completed by the Specialists.

2. School Advisory Councils (SAC) review and approve Title I expenditures. Parent input is documented in the SAC minutes.

3. Principals and/or Title I Contacts attend budget planning sessions at the district each spring. Family involvement activities are planned during budget development. The Title I Support Specialists work closely with Principals during this process.

4. Title I School PIP template training is provided to ensure understanding of ESEA and the template. Examples of quality responses to family involvement questions are shared. A Step by Step Guideline document is provided to guide school staff in the development of the school's PIP and School-Parent Compact. Upon completion of the PIP, schools notify the Department of Federal and State Programs. The Title I Manager and Specialist review the PIPs and provide electronic feedback. Additional support such as one-on-one, school visits, phone calls, etc., is provided to schools as needed. When the PIPs meet compliance, schools are instructed to create and translate a PIP summary to be distributed to all parents. A guide to assist schools in their development of the PIP summary is provided for schools.

5. Technical Assistance and support to Title I schools for planning and implementing effective family involvement activities is ongoing. Webinars (Adobe Connect), face-to-face, and individual support are used to provide assistance to schools.

6. The Department website provides the Annual Meeting Vodcast, PowerPoint presentation about Title I Programs, sample invitation letters, District Board Policy, Parents' Right to Know Information and other documents related to family involvement. All documents are translated in Spanish, Haitian-Creole, and Portuguese.

7. Guidance is provided for parent trainings, effective training strategies, and parent resource centers.

8. The TIPS Calendar (Teachers Involving Parents in Student Success) provides resources, strategies and parent tips for working with children at home. It is written in English, Spanish, Haitian-Creole, and Portuguese. The calendar is developed in coordination with the Department of Multicultural Education. Calendars are distributed to 8,000 teachers to share strategies with parents.

9. The Title I Family Involvement Survey is distributed in January to all parents. The surveys are provided in English, Spanish, Haitian-Creole and Portuguese. Results are shared with Title I schools in the spring. Schools use their individual school's data for planning family involvement activities for the following year.

10. The Parents' Right to Know Letter (translated in Spanish, Haitian-Creole, and Portuguese) notifies parents that they have the right to information regarding the professional qualifications of their child's teacher and paraprofessional. Parents are frequently informed of their child's level of achievement.

11. A four (4) week non-Highly Qualified (HQ) notification is sent to parents when their child is taught by a non-HQ teacher for four or more consecutive weeks.

12. The Title I Manager and Specialists provide assistance to the eight (8) schools in the district implementing Academic Parent Teacher Teams (APTT). This is a research based program to be piloted this year. They provide training, planning support as needed, and support during implementation of APTT Nights three times during the year.

## 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	Voluntary Pre-Kindergarten (VPK)	Title I will work in coordination with VPK to share family involvement strategies including appropriate workshops and positive communication skills to connect with parents and agencies during pre-K to Kindergarten transition.
2	CHOICE	Title I will invite CHOICE Programs to the District Advisory Council (DPAC) to inform parents of CHOICE options.
3	Title I Part C Migrant	Title I will coordinate family involvement research-based strategies and activities with Migrant Education Program to encourage parents to participate in activities.
4	Title I Part A Homeless and McKinney-Vento Education for Homeless Children and Youth	Title I will support and coordinate services with Safe Schools to provide services to identify and provide services to homeless children and youth and their families in accordance with the Title X McKinney-Vento Homeless Assistance Act. With the assistance of the Homeless Liaison to ensure that students falling in the category of homelessness are receiving the services that they need. Coordination with the McKinney-Vento Homeless Liaison will be documented in the School Improvement Plan. Services include, but are not limited to student identification; informing parents, guardians, and youth of their educational rights; link homeless students with educational and other services, including summer camp and after care scholarships; medical, dental, mental health, health services and housing assistance; and providing needed school supplies and school uniforms. Children in homeless and domestic violence shelters are also provided tutoring through the Title X funding.
5	Title I Part D: Improving the Academic Achievement of the Disadvantaged- Children in Neglected Site	Title I will collaborate and coordinate services with the Department of Safe Schools which provides services for children in shelters for neglected children. Tutoring is provided in the shelters. The legally mandated interagency cooperative agreement with DCF is coordinated in Safe Schools, which provides a foster care liaison. One shelter site serves female students who are in foster care and

		who are mothers and live in the group homes with their children. The majority of the sites are therapeutic, serving students with emotional or other disabilities.
6	Title IV Safe and Drug-Free Schools	Title I will collaborate with the Department of Safe Schools, which coordinates Title IV services related to bullying, violence and drug use prevention and intervention with Title I to educate and support families. Safe Schools also coordinates the School Based Teams as well as Behavioral Health Cooperative Agreements with over 30 agencies to provide assistance to students and their families.
7	Multicultural Education	Title I supports the Multicultural Education Department with ESOL Family Nights to encourage parental involvement for parents of ELL students.
8	Curriculum Departments	Title I will coordinate with District Elementary and Secondary Curriculum Departments to provide training sessions and information for parents to help their children sustain academic momentum during summer months. In addition, Title I supports Learning Teams (professional learning communities) , a research-based process with a foundation in building teacher and student efficacy as well as ensuring rigor and relevance of assignments and clear academic targets that may be shared with parents
9	District Area 4 Parent Resource Center	A regional Parent Engagement Specialist will coordinate services with local schools and community organizations to provide activities and strategies to increase parent involvement for schools in this geographic area.
10	Communications Department	Title I will coordinate with District Communications Department to provide information for parents of activities, events, and resources to help their children with social, emotional, and academic needs.
11	Elementary Department, Childrens' Services Council and Bridges	Title I will participate and support the Elementary Curriculum Department, Childrens' Services Council and Bridges for the Early Childhood Collaborative Initiative to build parent capacity to prepare their child for Kindergarten and for a successful transition to Kindergarten.

## Annual Evaluation

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

**Response:** The District conducts an annual evaluation of the PIP using a variety of methods including parental responses from workshop and training evaluation forms, surveys and recommendations documented in the minutes. A Specialist from the Department of Research and Evaluation (DRE), the Title I Manager, Title I Specialist, and DPAC members conduct the evaluation.

The Title I District Parent Advisory Council (DPAC) will review the LEA's Parent Involvement Plan (PIP). The DPAC members will give input and suggestions for implementing the activities outlined in the LEA document. The DPAC will have the opportunity to identify barriers to parental involvement that are evident and provide suggestions to overcome the identified barriers.

In the fall, the Department of Federal and State Programs will provide all Title I schools the compliance requirements for the school year. The requirements include the School Improvement Plan/Schoolwide Plan (SIP/SWP), Components Checklist, District Parental Involvement Policy, School Parent Involvement Policy/Plan (PIP), School-Parent



Compact, Annual Parent Meeting, the required Parent's Right to Know and 4-week NHQ notification letters.

The Title I Family Involvement Survey will be developed collaboratively in September with the District Title I Staff and DPAC. It will include questions associated with the compliance of Title I laws related to family involvement. Once completed, it will be translated in English, Spanish, Creole and Portuguese and by January, distributed by the Department of Federal and State Programs to all parents in Title I schools. The results will be compiled in a district-wide report and individual school report by the DRE. In order for schools to effectively plan family involvement activities within their School Improvement Plan and Parent Involvement Plan, the reports will be sent to each school to be shared with parents during their SAC meeting in April, May or early September. Parents will have an opportunity to address individual barriers at the school level, and through their input, plan effective strategies that are carried out in their respective plans.

Results of the evaluation will be used to address identified barriers and plan effective family involvement activities. The Department of Federal and State Programs will provide staff development resources to Title I schools to support the planning of effective family involvement activities (posted on the Title I website).

## 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	Title I Chats – through Adobe Connect (Webinars)	Title I Manager and Specialists	Provide family involvement resources and trainings, discuss professional development opportunities, and share programs to support increased achievement for non-proficient students.	September 2015 - May 2016	Feedback from participants and Chat surveys
2	Provide updated Title I information and resources on website	Title I Manager and Specialists	Increase knowledge of family involvement compliance and provide professional development strategies to impact student achievement.	September 2015 - May 2016	Survey
3	Technical assistance workshops for parents to develop meaningful family involvement that is academically focused	Title I Manager and Specialist	Provide information for workshops on the importance of family involvement and its impact on student achievement, and strategies for parents to	September 2015 - May 2016	Feedback, Evaluations

			monitor their child's progress to work with their children's teachers to improve the achievement of their child.		
4	Technical assistance workshops for school staff relevant to the needs of schools that emphasize the development of meaningful family involvement and parent trainings	Title I Manager and Specialist	Provide information and workshops to schools on the importance of family involvement, strategies for building positive relationships with families, and its impact on student achievement.	September 2015 - May 2016	Evaluations, Sign-in logs
5	Collaborate with Multicultural, ESE, Pre-K, Safe Schools, including services for Homeless and Neglected, Migrant, Communications, School Counseling and Graduation Support, Curriculum, and other departments	Title I Manager, Specialist and Multicultural Manager, Specialists, ESE Staff, Safe Schools, Migrant	Departments will collaborate to develop and deliver services and information for families to impact student achievement.	August 2015 - June 2016	Meeting Minutes
6	Conduct informational meetings with principals	Title I Specialists	Increase the capacity for Title I principals to implement effective family involvement to impact student achievement.	August 2015 - June 2016	Site logs
7	Provide Title I schools with Academically Focused School-Parent Compact samples and resources	Title I Staff	Information for schools to use with staff and parents on family involvement that directly correlates to increased student achievement and how to monitor their child's progress and work with educators to improve the achievement of their child.	August 2015 - June 2016	Title I website, School Resource Center, Workshop Evaluations
8	Technical assistance for school administrators, budget technicians and treasurers	Title I Manager and Specialists	To ensure the appropriate use of family involvement Title I funds to positively impact student achievement.	August 2015 - June 201	Evaluation, sign-in logs
9	TIPS Calendar	Multicultural Specialist	8,000 teachers in elementary and middle schools receive the calendar to share strategies with parents that increase student achievement.	August 2015 - June 201	Feedback from school
10	Review family involvement survey data and evaluations to improve Title I services	Title I, Department of Research and Evaluation, and School Staff	Survey results are distributed to schools to identify the items that need to be addressed to	May 2016	Data report

			positively impact student achievement.		
11	District Area 4 Parent Resource Center	Title I Staff and Area 4 Parent Involvement Specialist	Increase parent involvement in Area 4 to increase student achievement.	Ongoing	Data report, Evaluations, sign-in logs
12	Parent Resource Center (PRC) Trainings provided by schools	Title I Specialist and school staff	Increase participation in PRC and parent trainings to increase student achievement.	August 2015 - June 2016	Sign-in sheets, evaluation
13	Use evaluation tools to ensure that LEA trainings are relevant and meaningful to build parental involvement contact capacity.	Title I Specialist, Title I Contacts, and School Parent Liaisons or Parent Involvement Contacts.	Evaluations serve as a basis for planning future trainings based on identified needs to improve student achievement.	Ongoing	Evaluations, sign-in logs
14	Collaboration of Title I and Department of Research and Evaluation regarding state standards and assessments.	Title I Specialists, Assessment Specialists, and Department of Research and Evaluation Staff	Understanding of the new state standards and assessment requirements. Provide parents with strategies to help their child cope with the new requirements for student achievement and inform parents about alternative assessments when applicable.	January 2016	Active participation during the training, evaluations and sign-in sheets
15	Parenting Partners	Title I Manager, Specialists, Assistant Principal, School Staff and parents	Engage parents in building leadership and parenting skills through parent workshops to provide parents with strategies and support in working with their children toward academic goals.	As needed	Sign-in sheets, Training evaluations
16	Academic Parent Teacher Teams (APTT)	Title I staff, School staff, WestEd staff	Increase parent participation in school and build parent capacity to help their children at home to increase student achievement.	Ongoing	Sign-in sheets, APTT Team Meeting evaluations
17	Collaborate with Pre-K, Curriculum Department, Children's Services Council, and Bridges for Kindergarten Readiness	Title I Manager, Specialists, and Curriculum Specialist	Departments and community organizations will collaborate to develop and deliver services, information, and training to families to impact student achievement.	August 2015 - June 2016	Training information, Data reports, Evaluations

## 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	Title I Chat-PIP and Compact	Title I Manager and Specialists	Policy/Plan and Compact correlation to increased student achievement	August 2015	Evaluations, sign-in logs
2	Parent Contacts' Technical Assistance Training	Title I Manager and Specialist	Building capacity by providing resources and materials to support increased student achievement	August 2015 and monthly through Title I Chat	Evaluations, sign-in logs
3	School visits	Title I Manager and Specialists	Provide guidance on compliance, strategies and budget planning regarding resources and services that support student achievement.	Ongoing	Site Logs
4	Academic Parent Teacher Teams (APTT) (Starlight Cove, Northmore, Westward, Rolling Green, Glade View, Belle Glade, KEC/Canal Point, Bethune)	Title I Manager, Specialists, WestEd Support Personnel, and school staff	Increasing parent participation and building parent capacity to help their children learn at home to increase student achievement.	June 2015 - Ongoing	Evaluations, sign-in logs
5	Technical assistance workshops for school staff relevant to the needs of schools that emphasize the development of meaningful family involvement and parent trainings	Title I Manager and Specialist	Provide information and workshops to schools on the importance of family involvement, strategies for building positive relationships with families, and its impact on student achievement.	September 2015 - May 2016	Evaluations, sign-in logs
6	Provide Title I schools with Academically Focused School-Parent Compact samples and resources	Title I Staff	Information for schools to use with staff and parents on family involvement that directly correlates to increased student achievement	August 2015 - June 2016	Title I website, School Resource Center, School PIPs
7	Collaborate with Pre-K, Curriculum Department, Children's Services Council, and Bridges for Kindergarten Readiness	Title I Manager, Specialists, and Curriculum Specialist	Departments and Community organizations will collaborate to develop and deliver services, information, and training to school staff to impact parents and students for improved academic achievement	August 2015 - June 2016	Training information, Data reports, Evaluations

## Communication and Accessibility

Describe how the LEA will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the LEA plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

**Response:** The LEA, through the Department of Federal and State Programs, provides support and guidance to all Title I schools in the planning and implementation of quality family involvement initiatives. The Department of Federal and State Programs regularly posts samples of family involvement activities, strategies, brochures, links to parent involvement websites, and parent training ideas on the District website. These important resources address the barriers to effective parent engagement to help the schools plan and execute meaningful school-based parent involvement activities. Information is posted in multiple languages.

The Title I District Parent Advisory Council (DPAC) was organized to facilitate parent and guardian participation in decisions impacting family involvement, student programs, activities, and District procedures. All parents and guardians of students in Title I schools are eligible to attend the meetings. The DPAC meets quarterly during the school year.

Aligned with the LEA's goal to provide full opportunities for all parents to be involved in their children's education, the following initiatives are implemented and monitored:

1. Title I Parent Resource Centers (PRCs) at various school sites and in Area 4 have been established to provide parents/guardians with materials that will help support students' learning at home.
2. The Title I Family Involvement Surveys translated in different languages are sent to all parents to gather feedback about the effectiveness of the schools' parent involvement programs.
3. The Department of Federal and State Programs collaborates with the Multicultural Department for the translation of documents that are distributed to families districtwide.
4. ESOL Guidance Counselors and Community Language Facilitators (CLFs) provide services to students and parents in areas of academic state standards, curriculum, scheduling, career building, positive self-esteem enhancement, and all support services.
5. Parents/guardians with disabilities will have access to buildings and support services that are requested.
6. The Department of Federal and State Programs includes Migrant Education and collaborates with the Department of Safe Schools, which serves Homeless and Neglected/Delinquent youth and to ensure all parents' and students' needs are being met, including those whose living situation fluctuates.
7. The Department of Federal and State Programs collaborates with other departments to create a Parent Newsletter to share relevant and important information with parents and students.

8. The Department of Federal and State Programs collaborates with School Counseling and Graduation Support and Secondary Curriculum Departments to share information and resources to parents about scheduling, required classes, graduation requirements and college information.

The LEA provides ongoing communication with all Title I schools. The LEA requires each school to have a Title I Contact (who functions as an administrator in the school). The Title I Contact and Title I Support Specialist discuss parent involvement issues on a regular basis during school visits, Title I Chats, telephone discussions, and emails. The Support Specialists work closely with schools to complete and review the PIPs and to ensure that all items in the plan are addressed and meet compliance with the State guidelines. This collaborative working relationship assists schools with the development of their PIPs including parents'/guardians' input. The schools communicate with parents through the distribution of documents such as the schools' PIP, LEA PIP summary, Parent Involvement School Board Policy, School-Parent Compact, and Parents' Right-to-Know letters. All of these documents are translated in Spanish, Haitian-Creole and Portuguese. Schools utilize the services of their Community Language Facilitators (CLFs) to provide language assistance during SAC and DPAC meetings, parent involvement events, and parent-teacher conferences. Translations are offered in small groups or through the use of language translator headsets. All these are important strategies to ensure the provision of uniform and easy to understand information to all parents/guardians. School Support Specialists monitor audit documentation monthly to ensure information to parents is provided in appropriate languages and is available to parents including those whose living situation fluctuates.

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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:

☒ Not Applicable

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## Upload Evidence of Input from Parents

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

Uploaded Document

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## 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	Title I Chats through Adobe Connect (Webinars)	9	486	Increase the knowledge of successful academic strategies for parents that positively impact student achievement.
2	Provide updated Title I information and resources on website	12	127	Provides information, materials and resources that support student achievement.
3	Technical assistance workshops relevant to the needs of schools	13	419	Increase the implementation of family involvement best practices and strategies that connect to the home learning environment to increase student achievement.
4	Collaborate with Multicultural, ESE, Pre-K, Safe Schools (Homeless-Neglected), and Migrant Ed.	7	42	Increase awareness of family involvement initiatives, supports parent services, and aims toward increasing student achievement.
5	Conduct informational meetings with principals	950	1425	Provide principals with information about compliance, supports school family involvement initiatives to increase student achievement.
6	Provide Title I family involvement brochures, School/Compacts, samples and Title I DPAC agendas	12	127	Provide parents with information in an appropriate language that will help them become better informed as they are invited to participate in family involvement opportunities that support student achievement.
7	Technical assistance for school administrators, budget technicians and treasurers	5	75	Discuss appropriate expenditures of Title I funds; support schools in selecting appropriate materials that increase family involvement; and support student learning.
8	TIPS Calendar	10	8000	Increase the knowledge of successful academic strategies for parents that positively impact student achievement.
9	Review family involvement survey data and evaluations to improve Title I services	2	127	Allow parents and staff to plan effective ways to inform parents of compliance and foster parental involvement activities to increase student achievement.
10	Parent Resource Centers (PRC) Trainings provided by schools	40	120	Parent Resource Centers are available for networking of parents, parent trainings, informational materials and parents selecting resources to foster academic skills practice with their children.
11	Use evaluation tools to ensure that LEA trainings are relevant and meaningful to build parental inv	4	127	Title I Family Involvement Surveys and School Evaluations provide feedback for effective family involvement trainings and initiatives that support student learning.
12	Collaboration of Title I and Dept. of Evaluation and Assessment regarding state standards and a	3	127	Parents are informed of standards and assessments during the Title I Annual Meeting, parent teacher conferences and curriculum nights so that parents are

				educated on all expectations for student performance and achievement.
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## 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	Title I Chats	9	486	Informational monthly updates on Family Involvement compliance requirements and family involvement programming are shared with participating schools resulting in building parent capacity to improve student achievement.
2	Parent Contact Technical Assistance Training	1	77	Improve parent engagement by providing: information on topics such as the role of the parent liaison, Joyce Epstein's Model, partnerships and staff trainings; strategies, team building, networking and research-based information. School-based Parent Contacts help to build parents' capacity to improve student success.
3	Staff Training Resources	9	127	Resources for staff training are provided on the Title I website to assist schools to meet needs. Family-friendly schools, the role and the importance of fathers in family involvement and tips for effective parent-teacher conferences are some suggested topics that help schools and families work together toward student achievement.
4	Monthly School Visits	950	1425	Monthly school visits ensure communication between Title I and schools to ensure compliance, accountability and effective family involvement programming. The Title I Specialist reviews the Title I eBox for compliance. All family involvement compliances such as: trainings, events, parent-teacher conferences, Parents' Right to Know, Highly Qualified, Title I Annual Meeting, review of parent input to the PIP and School-Parent Compact are documented and placed in the Title I eBox.
5	Academic Parent Teacher Teams (APTT	4	300	Four (4) days of training for Administration, School Leadership Teams, District Staff, and school staff were provided to build capacity in working with parents. Teachers will conduct meetings with parents to provide strategies to help their children learn at home. This will create a partnership between teacher and parent to support 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	Introduction to Learn It	1	1	Parents will learn about Learn It Program and how it will impact student achievement in both reading



				and math. Participants will understand how they can support growth with home activities.
2	Title I Teacher Meet and Greet	5	5	Parents will learn more about the Title I program components and goals. Participants will understand the important role they play in their child's educational success.
3	Building Literacy and Math Skills	2	2	Provide parents with literacy and math strategies and materials to address the areas of need for students in the Title I program. Learn It teachers host the event with three different age-range stations - K-2nd, 3rd-5th, 6th-8th. Some of the areas addressed include phonemic awareness, increasing vocabulary, improving basic math skills and increasing understanding of how to use numbers.
4	Discovering Math and Science Together	1	1	Parents and students will build a terrarium to use as the basis of a student-led presentation at the Parent Involvement event. Students will be able to identify and use various science-vocabulary terms and write an explanatory paragraph about their projects.
5	Success Strategies in Reading (Stations)	9	9	Provides parents with literacy strategies and materials to address the areas of need for students in the Title I program. Some of the areas addressed include phonemic awareness and increasing vocabulary.
6	Study Skills and Test-Taking Strategies	2	2	Guide and support parents as they focus on the key elements of encouraging and building proper study skills to ensure adequate preparation of their child for reading and math quizzes, tests, and exams during the year.
7	Your Child's Progress in the Program	6	6	Provide parents with literacy strategies and materials to address the areas of need for students in the Title I program.
8	Title I Parent Conferences	1	1	An opportunity for parents of Title I students to learn about their child's progress in the Title I program. The information will be explained in relation to student achievement in both reading and math.
9	Improving Secondary Students' Reading	1	1	This event focuses on providing parents with literacy strategies and materials to address the areas of need for students in grades 9-12 in the Title I program. Learn It teachers host the event with some of the areas addressed including comprehension, vocabulary building and increasing understanding of literary elements.
10	Think Stretch – Summer Learning	26	26	Parents enjoy a presentation that includes facts about summer learning loss, the achievement gap, parents' role in summer learning, and details about the Think Stretch program their child will receive. As part of this program, parents receive a Parent Guide and students receive a grade-appropriate workbook to complete over the summer to decrease summer slide.
11	Math Connections / Measurement Marathon	1	1	Provide parents with math strategies and materials. Learn It teachers host the event geared for various age ranges and skill levels. Some of the areas addressed: basic math skills, measurement and increasing understanding of how to use numbers.

12	Collaborative Strategic Reading (CSR)	1	1	Provide parents with literacy strategies and materials to address the areas of need for students in grades 9-12 in the Title I program. Learn It teachers host the event with some of the areas addressed including comprehension, vocabulary building and increasing understanding of literary elements.
13	Winter Break Packet	28	28	Provide students and parent(s) with a grade-appropriate packet of educational literacy and math activities and information about free, local events going on in their area during the holiday break. The goal was to prevent learning loss while students were out of school and provide shared educational activities for students to enjoy with their parents.

## 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	Language barrier for parents who speak another language	Parents who speak another language will have communication sent to them in the language they understand through fliers, email, robo calls, text messages, etc. Post DPAC information on the Title I website for parents in different languages. Provide translators at all DPAC meetings and all school meetings. Schools will send information home in different languages through fliers, email, robo calls, text messages, etc. Provide resources to schools to communicate with parents who speak a language beyond the 4 major languages in our District.
2	Some economically disadvantaged parents and members of racial or ethnic minority backgrounds lack information about participating in DPAC.	Provide parents an overview of the partnership and roles of the DPAC members and the responsibility of the Council as it relates to Title I Compliance and Family Involvement Initiatives. Actively recruit and sustain active officers that will successfully take part in all quarterly meetings.
3	Economically disadvantaged parents and those with limited English proficiency are unaware of important decision making meetings at their children's schools.	Provide a schedule of important decision making meetings at the beginning of the year (SAC, PTSC-PTO). Emails, text messages and robo calls will be sent to parents in multiple languages to remind them of upcoming important meetings, and topics to be covered where their input is needed. Schedule meetings that are well distributed throughout the year for parents. Provide parents with advance notice or communication of upcoming school meetings or events.
4	Economically disadvantaged parents as well as those with limited English proficiency and/or limited literacy are not informed about school events in a timely way. Some disabled parents are unable to attend numerous meetings within a short time span.	Provide a schedule of important school events for parents through emails, text messages and robo calls will be sent to parents in multiple languages to remind them of upcoming school events. Schedule meetings or school events that are well distributed throughout the year for parents. Provide parents with advance notice or communication of upcoming school meetings

		or events. Combine meetings if possible, to avoid asking parents to attend several times during a short time span. Continue to provide parent trainings or meetings at different times (am, pm, during the day, Saturdays). Collaborate with other departments to create a Parent Newsletter to share relevant and important information with parents and students.
5	Parents lack skills, resources, and materials to help their children learn at home.	Share the Dual Capacity Framework with all schools. Teach the I Do, We Do, and You Do Model for parent trainings to build their capacity to help their child at home. Implement the research- based Academic Parent Teacher Teams (APTT) at 8 schools (Starlight Cove, Northmore, Westward, Rolling Green, Glade View, Belle Glade, KEC/Canal Point, Bethune), to build parent capacity to work with their child at home to support student growth.
6	School center office staff lack training and information in building positive climate and relationships with parents.	Create a training and information for office staff on their important role to build relationships with parents and best practices. Share this information with Title I Compacts and/or Parent Liaisons to share with their office staff.
7	Some parents who are economically disadvantaged, disabled, have limited English proficiency, limited literacy, and/or are members of a racial or ethnic minority lack resources, materials, and information about decreasing Summer Slide.	Encourage schools to hold Summer Slide Nights for parents to share activities, materials, resources and information to decrease summer slide.
8	Lack of transitional programs and information for parents and students.	Hold meetings for parents and students who transition from Elementary to Middle School, from Middle to High School, and High to College/Career to share best practices, information, and resources for the next level for a smooth transition.

### 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
1	Effective Communication	Title I website features updates on timelines, samples of required compliance documents, and guidance on the timely submission of documentation.
2	Effective Communication	Collaborate with other departments to create a Parent Newsletter to share relevant and important information with parents and students.