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October 28, 2016

Dr. Maria Longa
Polk County School District
P.O. Box 391
Bartow, FL 33831

Dear Dr. Longa:

We are pleased to inform you that the Bureau of Federal Educational Programs has received Polk County's 2016-17 LEA Parental Involvement Policy.

Please be reminded that the LEA Parent Involvement Policy/Plan must meet all of the requirements outlined in Section 1118 of the Elementary and Secondary Education Act. The LEA is also 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, or by telephone at 850-245-9893.

Sincerely,

Sonya G. Morris

SGM/tog

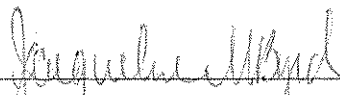
2016-2017 Polk County Public Schools

Title I, Part A Parental Involvement Plan

I, Jacqueline Byrd, 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



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.)

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2016-2017 LEA Parental Involvement Adoption Page

LEA or District Name: Polk

This policy was adopted by the LEA on 09/12/2016 and will be in effect for the period of one year through 10/1/2017. The LEA will distribute this policy to all parents of participating Title I, Part A children on or before 11/1/2016.

Denise Atwell 9/12/16
(Signature of Title I Authorized Representative) (Date)

Provide evidence that the LEA PIP was developed with the input of parents and based on the evaluation of the previous year PIP. (Evidence of parent input has been uploaded with the PIP)

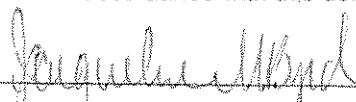
2016-2017 Polk County Public Schools

Title I, Part A Parental Involvement Plan

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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


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.)

Mission Statement

Parental Involvement Mission Statement

Response:

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

Our goal is to educate, equip, and partner with our students and their support systems by offering a wide variety of relevant and effective programs and resources that will make a positive impact on the individual and the community. By building strong parent-learning communities we will increase student achievement in our schools.

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 LEA has a District Parent Advisory Team (DPAT) is comprised of a diverse group of parents representative of all 92 Title I schools. The LEA requires each school's Title I school parent involvement contact to invite parents to participate and to bring a team, minimum of two or three parents to be a part of the DPAT meetings in the spring.

The LEA Parent and Family Engagement Coordinator has six regional spring DPAT workshops and provides an overview of Title I Part A requirements and walks parents through the Parent Involvement Plan (PIP) components. The purpose of the spring DPAT meeting is to review and monitor progress of the current District PIP and PI funds, and to provide training to school contacts and parents on how schools can build partnerships with students and their support systems. A parent friendly evaluation is given to parents to assist them in giving input on the District PIP and funds reserved for parent involvement. This information is compiled and uploaded with the District PIP.

At the conclusion of the spring DPAT meetings, parents are asked to indicate their interest, on the parent survey, in participating in the fall DPAT meeting, held in September, to review the new plan with revisions. In the fall, the D-PAT members meet with the Senior Director of Federal Programs and Grants Management and the Title I Parent Involvement Coordinator to review the District Parental Involvement Plan and the Title I, Part A application. Prior to this meeting each D-PAT member is mailed a copy of the district PIP, a parent friendly rubric to review the revised plan and an invitation to the fall meeting.

After the fall DPAT meeting to gather parent input and approval of the district plan, the LEA District Parent and Family Engagement Coordinator summarizes the plan in a brochure format. Brochures are translated into English, Spanish and Haitian Creole and printed. The LEA distributes brochures to all Title I schools. The LEA makes the District plan and summary available on the District website Title I page. Schools have a copy of the district plan and summary on their school website and in their parent informational notebook (PIN) that is located in the front office. Schools add a link to the District website's Title I page on their school website.

The spring meeting agenda begins with a welcome and icebreaker activity. A Power Point presentation on the Title I law and parents "right to know and be involved" is used by the District Title I Parent and Family Engagement Coordinator. Additional information on the levels of parent involvement based on Joyce Epstein's "Six Keys to Parent Involvement" and her book are part of this presentation. Information from the book "The Growth Mindset" by Carol Dweck was incorporated into the Spring 2016 presentation. The focus from this book is on changing our thinking and developing a growth mindset. Team building activities are conducted throughout the presentation.

Participants receive a workbook with note taking sheets, the information from the Power Point, websites for parents, and discussion activities to walk schools through the process of reviewing their school plan, summary and compact. Parent input is collected through the activities that provide corrections and /or suggestions to make in writing and revising the new school PIP, summary brochure, and compact.

After the spring DPAT meeting schools hold additional parent meetings to review their current plan and compact, and to revise and write the new plan and compact. The LEA requires schools to document these parent meetings with an agenda, sign in sheet, and evaluations. Once the plan is complete and approved, schools work to summarize their plan in a parent friendly brochure format. The LEA provides schools with a brochure template, in multiple languages, that schools personalize by completing sections of the template with information from their PIP. All parents of Title I schools receive a school summary brochure and a district summary brochure that summarizes the plans. The LEA requires all Title I schools to reference the district plan and their school PIP and SIP at their Annual Parent Meeting, put their school plan and summary brochure on their school website and keep a copy in their Parent and Family Informational Notebook (PIN) located in the school's front office.

The LEA requires schools to invite all parents to participate and be involved in the development, review, and school planning through various activities throughout the year including, but not limited to: School Advisory Council meetings; District Advisory Council Meetings; School Board Advisory Committee; PTA/PTO/PTSA meetings; and school parent surveys. Each of our Title I schools have a Parent Advisory Team (PAT). This team of parents works with the school's Title I parent involvement contact to develop, review, and evaluate their school's SIP, PIP, compact, and summary. Schools use parent survey results as part of the evaluation of the plan along with other data and evaluations from parents

Title I schools are provided information on addressing the parent involvement requirements for the SIP through their parent involvement plan and information on uploading their PIP to their SIP. The LEA requires schools to get approval of their SIP, PIP, summary brochure and compact with their School Advisory Council. Decisions involving the use of the parent involvement funds reserved for parental involvement at the school level are made during the development of the parent involvement plan and the school improvement plan by the School Advisory Council (SAC), and at other parent meetings.

The LEA provides each school a timeline for completing the plan, summary and compact and requires it to be signed by each principal attesting to its completion and dissemination to parents. The LEA monitors schools to insure that parents are involved in the process and requires schools to keep documentation through agendas, sign-in sheets, evaluations, and minutes of meetings.

Technical Assistance

Describe the actions the LEA will take to provide coordination, technical assistance, and other support necessary to assist Title I, Part A schools in planning and implementing effective parental involvement activities which build the capacity of parents to improve the academic achievement of their child and overall school performance [Section 1118(a)(2)(B and C) and 1118(e)(1-14)]. Include a description of the process the LEA will use to review the school-level PIP to ensure compliance with all requirements of Section 1118 [34 CFR 200.30(e)]. Include information on how the LEA will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e) (14)].

Response:

The LEA will provide technical assistance through meetings for school administration and to school based Title I Contacts. Meetings with Principals are held in August and May and meetings with school based contacts are held in August and January. The purpose of these meetings is to assist schools with Title I documentation and monitoring of compliance items. Emphasis is placed on the time and effort documentation of personnel paid with Title I funds, the required minimum of funds for parent involvement to be spent, and the school improvement process. The Title I Parent Involvement Coordinator provides schools with guidance papers and a timeline to help schools complete by October 3, the Compact, PIP, PIP summary, Parent Conferences, Activities to Build Capacity and the Annual Parent Meeting. Documentation of meetings include, but is not limited to, agendas, meeting notes, evaluations, and sign in sheets assist all schools in planning and implementing effective parental involvement programs to improve student achievement and school performance.

In August, the Senior Director of Federal programs holds a back-to- school meeting for Principal and a budget training for administrators and other school staff who work with the Title I budget. The purpose of the meetings is to provide each Title I school relevant information about Title I, changes to the law, compliance issues, budget related questions, and dates for LEA technical assistance to the schools, including the role of the District Title I Program Coordinator's role in helping their schools with Title I monitoring and documentation that is required at the school level. The LEA provides assistance to administrators by providing a Principal's checklist to notify them of dates and documentation required to meet compliance. The LEA provides technical assistance to schools through quarterly meetings held in our Title I training room, school visits and emails.

In August, the LEA provides a Back to School meeting for Title I school based and/or parent involvement contacts. Most of our Title I Schools, (approximately 95%), have a school Title I paid academic interventionist or academic coach. These positions are paid through Title I and the position can be utilized with 70 percent of time spent working with students and 30 percent assisting with implementation of the Title I Plan and documenting compliance. Documentation for these meetings include, but is not limited to, agendas, meeting notes, evaluations, and sign in sheets.

In September, the LEA Parent and Family Engagement Coordinator provides technical assistance through peer reviews of the school plans and summary brochures, offering schools immediate feedback and an opportunity to make any necessary corrections and/or revisions before submission or dissemination. The LEA provides peer reviews at their spring meeting to review the revised parent school compact. The LEA provides schools with a template to complete their PIP brochure. All parents of participating Title I, Part A schools are provided a summary of their school's plan in a brochure format in English, Spanish or Haitian-Creole. It will be distributed along with the District's summary brochure of the District plan no later than October 3, 2016. A complete school plan, outlining all programs and activities, is available in the school office in the PIN (parent involvement notebook) and on each school website. The school plans are available in many other languages upon request.

In October, finance secretaries and Title I school contacts attend a training to receive updates about the expenditure guidelines of their school's Title I budget and allowable and non-allowable expenditures. Schools are reminded of their minimum requirement of funds for parent involvement to be spent.

In May, Principals participate in a budget review to review the coming year's allocations and plan a budget. In April/May the District Parent Involvement Coordinator holds peer reviews of the school parent compact. This allows schools to preview other compacts and discuss with their feeder schools ways to build in transition activities.

The Title I schools are divided into regions within our District. Title I Program Coordinators are each assigned a group of Title I schools within a region. The Program Coordinators provide technical assistance by scheduling visits at the school site to monitor compliance and documentation for auditing purposes. Documentation of school visits by the Title I Program Coordinators includes a log for each school that documents the date of the meeting and what was discussed. Follow-up to monitor schools and additional technical assistance is provided as needed. Documentation of the meetings is kept on file for audit purposes in the LEA office.

Every Title I school is required to keep documentation in an online eTASK file (Title I Audit Survival Kit). The District Title I office is able to access the online eTASK at any time to monitor compliance in the schools. All District Title I Program Coordinators provide ongoing monitoring throughout the year of the eTASK to ensure compliance. Title I School Program Coordinators monitor their assigned school's use of parent involvement funds. Schools may use Title I parent involvement funds to assist in planning parental involvement activities, as well as, building capacity for parents to assist their child at home and resources for engaging parents in meaningful communication. PI funds may also be used to address barriers for getting parents involved by providing child care, refreshments, translation and/or transportation for parent meetings and workshops. In May, schools complete an evaluation of their activities to build capacity and document how their 1% funds were spent.

The Parent and Family Engagement Coordinator provides technical assistance regarding Section 1118 of the law and use of best practices for parent involvement programs. The District Parent Involvement Coordinator will be responsible for school administration and parent involvement contacts receiving parental involvement resources and information that is helpful for building capacity with staff to effectively work with parents. Schools are encouraged to model their family engagement program on the Dual Capacity Framework from Dr. Karen Mapp and also incorporate parent teacher teams as part of their conferencing structure. This structure is based on the program developed by Dr. Maria Paredes for APTT-Academic Parent Teacher Teams.

To help schools build capacity with their staff, the Parent and Family Engagement Coordinator has developed several power point presentations that schools may use for staff training. Topics include; effective parent conferencing, creating family friendly schools, and will continue to provide information and evidence based strategies based on feedback from schools. Schools are encouraged to share the information and Power Point activities with their staff and to use the information in school newsletters or on their school websites. Schools will document building capacity staff activities by showing evidence of emails, meeting agendas and sign in sheets, and any other evidence which is applicable. Schools document capacity building activities with parents through agendas, flyers, newsletters, websites, school messengers, etc.

The Parent and Family Engagement Coordinator has provided each school with several parent involvement books as resources for effective parent involvement and effective building capacity activities. These books include: Steve Constantino's, "101 ways to Create Real Family Engagement"; Anne Henderson's "Beyond the Bake Sale"; and Ruby Payne's, "A Framework for Understanding Poverty". The focus this year at technical assistance meetings will be on the Dual Capacity Framework by Dr. Karen Map and APTT Academic Parent Teacher Teams to help schools work more effectively with parents. The Parent and Family Engagement Coordinator will continue to share with schools, as appropriate, additional information on effective parent involvement best practices and research. For the 2016-2017 school year there are 13 new Title I schools. Each new Title I school will receive a copy of the book "Beyond the Bake Sale".

The LEA provides technical assistance to schools and parents through the District Parent Advisory Team (DPAT) meetings and workshops. In April 2017, the Parent and Family Engagement Coordinator will host regional parent meetings within our school district. School parent involvement contacts are invited to attend and bring a team of two or three parents with them. An invitation is extended to representatives from the participating Title I private schools to attend this meeting and all levels of parent involvement activities and meetings provided by the LEA.

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

The District Parent Advisory Team (DPAT) members are surveyed at the spring DPAT meetings for their input as to how the set aside funds should be spent in the most effective manner, adding additional parent resource centers and hosting Parent University in other areas within our school district were the top choices for the 2016-2017 school year. The LEA set aside funds for parental involvement are used to support parent involvement activities and staff for our five District Regional Parent Informational Resource Centers (PIRCs) and to purchase a variety of resources for schools and the PIRCS. This includes; materials on literacy, math, and science; books and resources for parent trainings and supplies for parent communication. In addition we have three Title I Books Bridge buses that visit the parent centers and offer parents and their children story time, free books, materials, and access to computers, iPads, and Kindles.

Assistance for Annual Parent Meeting:

The LEA provides schools with a PowerPoint and video clip that explains; the Title I law, how Title I impacts schools, curriculum, testing, ways parents can be involved, school-parent compacts, and information about Polk County's Parent Informational resource centers and Parent University.

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

The LEA collects an "Annual Meeting Report" which documents; how and when parents were notified about the meeting, date(s) and time(s) of the meeting, barriers that were addressed (childcare, transportation, meals), and information about the meeting including documentation of an agenda, invitation, sign in sheets, and evaluations for schools to keep this documentation in their online eTASK for monitoring of compliance.

Coordination and Integration

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

count	Program	Coordination
1	Title II-Professional Development	Professional development resources are available to all schools through Title II funds including PD to help staff work effectively with parents.
2	DJJ	Title I, Part D, provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement
3	Title III-ESOL	Programs for English Language Learners (ELL), participates in the District Advisory Council and provides information to parents by providing information that encourages and develop communication skills and cross-cultural understanding, respect and appreciation with the school, home and community translation of documents in Spanish/Haitian-Creole Person Responsible - District Parent Involvement Coordinator, ESOL Translator and Title One Translator
4	Title I Part C-Migrant Program	Supervised by the Senior Director of Federal Programs and the Program Coordinator for Migrant Programs. This program provides supplemental instructional and support services to support effective parenting of migrant worker families through the many components, including the Migrant Early Childhood Learning Program will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.
5	FDLRS	Florida Diagnostic & Learning Resource System provides resources and trainings to staff and to parents on a variety of subjects.
6	Title X-Homeless	This programs provides services and resources for families of homeless children, a social worker to visit families of homeless children, and uniforms and other assistance to these children and their families.
7	ESE/IDEA	ESE and Title I partner to host a fall and spring Parent University for parents. Many ESE students attend Title I schools and these programs work together to offer support to parents to help their child.
8	Voluntary Pre-K	The Pre-K program provides Pre-K to Kindergarten transition activities including Kindergarten round-up, summer activity calendars, and information and resources to parents of children enrolled in the program.)
9	Title I School Success Coaches	The School Success Coaches will work with students and their parents, in conjunction with the school staff, to ensure that students are where they need to be academically and communicate with parents any concerns.
10	Title I District & Regional Curriculum Coaches	The Title I District and Regional Curriculum coaches provide support to schools, staff, students, and parents on the Florida Standards and testing. The coaches ensure that schools are providing a relevant and rigorous curriculum that will raise student achievement.
11	Title I Books Bridge Bus Program	The Title I Books Bridge Bus program works with the Media services department in our district to provide ongoing efforts to build literacy with our students and their families through the mobile Books Bridge Bus program. This program is a mobile classroom that provides books to families, Storytime and lessons on building better readers.
12	District Parent University	The Polk District Parent University is a combined effort of all federal programs to provide an event for families that builds in learning through fun and information workshops on the Florida Standards, parenting skills and other academic topics of interest to parents.

Annual Evaluation

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

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

DISTRICT PLAN:

In April and October of each year, the LEA meets with the District Parent Advisory Team (DPAT) for input into the development, implementation, and evaluation of the existing LEA Plan; Project Application; and Parent Involvement Plan.

In April 2016, seven regional meetings were held within our district for the convenience of the parents. The D-PAT reviewed the existing district PIP and analyzed participation data, parent survey information, barriers for parent participation, and made suggestions for revising the plan. The parent input and suggestions from these meetings are being used to revise this year's plan.

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

In September 2016, a draft of the PIP, that includes the revisions and suggestions from the parent input from the March meeting was mailed and forwarded by email to members of the D-PAT for final comments. All suggestions/comments by the parents will be considered and incorporated as feasible. The LEA holds a Fall DPAT meeting in late September and the information from this meeting will be used to make revisions to the 2016-2017 plan before it is submitted to the state.

SCHOOL PLANS:

The LEA requires schools to conduct an evaluation of the content and effectiveness of their PIP and School Parent Compact. In the spring, the LEA requires schools to hold a parent meeting and conduct an evaluation of their current PIP and Compact. The LEA provides schools with some guided discussion questions and an agenda to help with the process of reviewing and revising the PIP and compact. Parent input is gathered and revisions are made to the PIP and compact using this parent input. The LEA provides guidance to schools for writing and revising their PIP, Compact and PIP summary brochure. The LEA hosts peer review sessions for the PIP and Compact to provide immediate feedback before submission and dissemination.

When the PIP, Compact, and SIP are completed, schools meet with their SAC for final approval. This is to be done within the first six weeks of school. Schools meet with their SAC throughout the year to evaluate the progress of their SIP and PIP.

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	Dual Capacity Framework	District Title I Parent and Family Engagement Sr. Coordinator	Improve parent and family engagement that will improve student achievement (Goal 1-Academics) Strengthen instruction (Goal 2:Academics)	August 2016	number of follow up presentations in the schools with other parents; record of parent attendance
2	Parent Involvement School Contacts Meetings	District Title I Parent and Family Engagement Sr. Coordinator	Provide training tips and information, and support services that strengthen the relations between parents and the school in meaningful ways that improve academic achievement	Quarterly Meetings Aug.-May	evaluations, school PI activities
3	Parent survey compilation of results	District	Results are used to amend the SIP, Title I program and the PIP at the school sites to better help meet the needs of parents and students in meaningful ways that will improve academic achievement	Spring	as evidenced by increased achievement in school grade/ and or student standardized test scores
4	Parent Portal	District	Parent Portal allows registered parents or guardians to monitor their student's attendance and academic performance	On-going throughout the school year	as evidenced by increased achievement in school grade/ and or student standardized test scores
5	School Sites Parent Resource Centers	District and Schools	Provides programs and activities that are linked to improving academic achievement	Throughout the school year	as evidenced by increased achievement in school grade/ and or student standardized test scores
6	District Coaches and School Coaches	District Curriculum Specialists	Analyze student data for the purpose of planning effective PI activities in support of student achievement	Throughout the school year	Surveys and evaluations as evidences by increased achievement in school grade/ and or student standardized test scores
7	Parent Involvement School Contacts	District Title I Parent and Family Engagement Sr. Coordinator and School PI facilitators	PI facilitators provide family workshops for specific academic core topics based on student data	Throughout the school year	as evidenced by increased achievement in school grade/ and or student standardized test scores

8	Career & College Nights	School PI school contacts and guidance	Parents will become aware of the college and career opportunities for their children and the procedures financial aid.	Throughout the school year	as evidenced by attendance
9	Parent-Teacher Conferences	PI school contacts and Teachers	Teachers conduct conferences to discuss student achievement, course expectations and attainment of goals	Throughout the school year	Conference logs
10	Transition Activities (Kdg Roundup), (Elem-MS), (MS-HS), College and Career	Administration and school contacts	Information to parents to help prepare students for making a transition smooth	April 2017	Sign in sheet of parent attendance.
11	Parent University	All Federal Programs	Provide informational workshops to parents in all content areas, financial literacy, and nutrition.	Spring 2017	Agenda, Sign in sheets, evaluations
12	Parent Informational Resource Centers	District Title I Parent and Family Engagement Sr. Coordinator	Provide materials and resources to parents to help their child	Ongoing	Attendance to the parent centers/sign in sheets
13	Effective Parent Conferencing	District Title I Parent and Family Engagement Sr. Coordinator	Provides schools with strategies to host meaningful parent teacher conferences to discuss their child's academic performance	Ongoing	Attendance sign in sheets.
14	Information presented to Principals and school PI contacts on APTT Academic Parent Teacher Teams by Dr. Maria Paredes	District Title I Parent and Family Engagement Sr. Coordinator	Provides information on effective parent teacher data teams. APTT offers an alternative to traditional conferencing to share data with parents	Ongoing	Attendance sign in sheets and follow up from schools of implementation

Staff Training

Describe the professional development activities the LEA will provide, with the assistance of the schools and parents, to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e) (3)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Back to School Principal's Meeting	Sr Director of Federal Programs	Review of the NCLB law and ESSA, Title I statutes, and program guidelines of Title I Part A	August 2016	SIP, PIP, evaluations
2	Title I integration with other federal programs	Sr. Director of Federal Programs and Parent Involvement Program Coordinator	Ensures that schools are providing staff with information and PD in all deficient areas	Ongoing	as evidenced by increased achievement in school grade/ and or student standardized test scores
3	Budget Meetings	Sr. Director of Federal Programs	To assist principals with planning and implementation of effective parent involvement and professional development activities and ensure expenditures are linked to improving academic achievement	Spring 2016	Evaluations and School SIP plans
4	Quarterly Title I Interventionist and Coach meetings- Presentation of all compliance issues; book studies; parent activity suggestions; technology- technical assistance, as needed	District Curriculum Specialist	Provide information on subjects such as opening the lines of communication and effective parent conferencing	August, January & May	Evaluations; participation records from the schools; Sign in sheets
5	Effective Parent Conferencing	District PI Coordinator, and administration and school PI contacts	Helps parents know the achievement level of their child and how to help them raise their level	September 2015- Ongoing	School based training and teacher conference logs and reports.
6	Creating Family Friendly Schools	School PI contact, administration at the school, District Parent Involvement Coordinator	Increases comfort level of parents coming to the school and interacting with the staff	August 2014- Ongoing	Parent surveys and evaluations
7	School PI Meetings	District Title I Parent and Family Engagement Sr. Coordinator	Tech assistance for parent involvement compliance documentation	August, January	Agendas, Sign in sheets
8	Dual Capacity Framework by Dr. Karen Mapp	District Title I Parent and Family Engagement Sr. Coordinator	Provides a framework for effective family engagement.	April 2015- ongoing	Agenda, sign in sheets
9	Tips for working with parents and the home-school connection	District Title I Parent and Family Engagement Sr. Coordinator	Provides research based tips for effective family engagement and building the home-school connection	April 2017 DPAT Mtgs	Agenda, Sign in sheets, presentation materials

10	APTT-Academic Parent Teacher Teams	District Title I Parent and Family Engagement Sr. Coordinator	Provides schools with information on incorporating the program by Dr. Maria Paredes for building academic parent teacher teams	August 2015-ongoing	Documentation, attendance at meetings, follow up from schools who utilize the program.
11	PIP Peer Reviews	District Title I Parent and Family Engagement Sr. Coordinator	Provide schools with feedback on planning effective capacity building activities for parents and staff and technical assistance to review their PIP	Ongoing	Attendance of who attends reviews of PIP
12	District Parent Advisory Team Meetings	District Title I Parent and Family Engagement Sr. Coordinator	All information presented at the DPAT will have an impact on student achievement, from review of PIPs, planning of activities to build capacity of staff and parents, evidence based strategies, and other parenting tips and strategies	Every April	attendance, sign in sheet, evaluations, parent surveys

Communication and Accessibility

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

Response:

DISTRICT PLAN

The District Parent Involvement Plan is summarized into a legal size tri-fold brochure document (front to back) and is available in English, Spanish and Haitian-Creole. The Home Language Survey Results are used to determine the number of translations needed for distribution to all Title I school families. This summary of the District plan will be distributed to all Title I parents by October 3, 2016. The complete District Title I Parent Involvement Plan will be posted on the District website (www.polk-fl.net) and linked from each Title I school's website, and copies will be in the parent involvement notebook (PIN) located in school offices by November 1, 2016. The District brochure includes information for parents on the Title I law, ways parents can be involved, information on coordination with other Federal programs, Title I PreK pilot program, Title I schools served, (including private schools), future family resource centers, and information about how parents can have a voice in their child's education.

SCHOOL PLAN

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

3, 2016. The brochure summary and the completed school parent involvement plan will also be included on the school website and available in the school office in the parent involvement notebook (PIN). Copies of the brochure are available in Spanish and Haitian-Creole and other languages upon parent request.

TRANSLATION

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

MIGRANT

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

HEARING IMPAIRED/SIGN LANGUAGE

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

TITLE I PARENT RESOURCE CENTERS

During the 2014-15 school year, the District opened five Title I Regional Parent Informational Centers (PIRC). Each center is staffed with a full time Family Involvement Liaison Para, who is bilingual. The centers offer information and resources in multiple languages, materials for parents to check out, two computers for parent use, and ongoing parent workshops as part of our parent university. Workshops are offered in multiple languages and offered at flexible days and times. There are tentative plans to add an additional parent center at a school site that currently does not serve a parent population for schools in the area.

Our goal is to educate, equip, and partner with our students and their support systems by offering a wide variety of relevant and effective programs and resources that will make a positive impact on the individual and the community. The goal of Polk's parent resource centers is to increase parent involvement in the schools and empower parents to raise children who are successful in school and in life. By building strong parent-learning communities we will increase student achievement in our schools.

PARENT UNIVERSITY

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

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

Title I coordinates with other Federal programs to offer materials and workshops as part of Parent University. Free transportation, lunch, and childcare is offered as a part of our university. Translation is available and many classes are offered in both English and Spanish. Interpreters are available as well as other accommodations based on parent need.

Our Parent University has community organizations that offer free health screenings, informational tables, door prizes, and we begin with a keynote speaker that provides a 20-30 minute presentation on the importance of parent involvement in a child's life.

Upload Evidence of Input from Parents- Evidence of parent input in the development of the plan has been uploaded to the fidoe website.

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	Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)];	District Parent University	All Federal Programs and other District support	Increase literacy by providing strategies, resources and tools for parents to promote literacy with their child	Spring 2017
2	Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1118(e)(8)];	Refreshments, transportation, child care may be provided using school Title I funds	Principals and school based PI contact	Parents receive tools & resources to help their child at home	ongoing
3	Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)];	Flexible meeting times	Principal, PI contact & school team	Parents receive information to help their child at home	ongoing
4	Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)];	District Parent Advisory Team Meetings	District Title I Parent and Family Engagement Coordinator	Parents attend a regional meeting and are provided best practices and research based strategies on child development, parenting, and promoting the academic success of their child	Spring 2017 (7 regional meetings)
5	Establishing a LEA-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs [Section 1118(e)(12)]; and	District Parent Advisory Team (D-PAT)	District Parent Involvement Coordinator	Parents are involved in planning Title I programs that provide for the needs of students	1 time a year - fall

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	Spring District Parent Advisory Team (DPAT) meetings with activities to increase parent involvement.	7	101	The parents who attended these meetings were shown video clips and given research based tips on being involved in their child's/children's lives. Goal 1 improve student achievement and Goal 2 strengthen instruction.
2	Fall Parent University	1	77	Half day event- parent university that offered a guest speaker and a variety of breakout sessions
3	Spring Parent University	1	68	Half day event -parent university that offered a guest speaker and a variety of breakout sessions
4	Motivational Speaker-Dr. Fairest Hill	1	42	Family night with a motivational speaker about doing your best in school, studying hard, and staying healthy.

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	Back to School Principal's Meeting	1	73	Principals are given updated information on the Title I law and what will be required for documenting compliance.
2	Title I school based contact meetings	2	168	School based program facilitators are given updates on Title I compliance issues, research based tips on how to communicate effectively with parents, and how to build better relationships with parents and how to create a family friendly school.
3	PIP Title I Technical Assistance	6	88	Technical assistance from Title I is provided to schools to guide them in writing their SIP and PIP which includes strategies for improving academic achievement and working with parents to increase student achievement.
4	Compact Technical Assistance	6	18	Assistance provided to new Title I schools for reviewing their compacts.

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	Summer Parent Activity Bags	564	24	Activities and materials to help parents work with their child over the summer.
2	Informational support	660	25	Informational brochure given to parents about the Title I Parent Resource Centers

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

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.

count	Content/Purpose	Description of the Activity
1	Effective Communication	Each Title I school has a school website and a PIN (parent involvement notebook) located in their front office that contains the following information: District and School PIP and summary, school parent compact, parent right to know letter, list of highly qualified staff, data and testing information, SIP, and other relevant information for parents.
2	Increasing Parent Participation	D-PAT District Parent Advisory Team meetings are held in five different schools in the regional areas of our county. The reason for the different locations is to increase parent participation by making the location more convenient for parents to attend.
3	Building Capacity of Parents	The LEA has five regional parent resources centers. Each center is staffed with a full time bilingual paraprofessional.
4	Effective Communication	The LEA provides each school with a Title I Guideline book. This guideline book is provided to schools online and a hard copy is given to the Principals. The LEA designed the Guideline book to be user friendly with information on the Title I Law, compliance and how to document meeting compliance.
5	Building Capacity of Parents	The LEA has begun a parent learning university for parents. This program offers many different workshops and classes for parents to better themselves and teaches ways to better help their child. Classes are offered at flexible dates/times, locations, and in multiple languages.
6	Increasing Parent Participation	The Books Bridge Bus is a mobile school bus that has been converted into a mobile library. The bus has iPad, computers, books, story time, and Kindles for students and their parents. The bus makes weekly visits to each of the five regional parent centers as well as neighborhood stops in the evenings. Students who visit the bus receive a free book.
7	Building Capacity of Parents	The ESOL Department provides free workshops to parents who do not speak English. These workshops are held at each of the five regional parent resource centers.
8	Free TAX prep for parents	The Florida Polk Prosperity Partnership and the United Way of Central Florida provide FREE tax prep services to parents at each of our Title I Parent Informational Resource Centers.
9	Building Capacity of Parents	Five regional parent centers that each have a bilingual staff, 3+ computers for parent use, kindles, free materials and resource information, materials to check out to help their child at home with academics.
10	Building Capacity of Parents	The LEA has partnered with United Way/Catholic Charities to provide the AGAPE mobile food pantry to visit the five regional parents centers twice a year. The mobile food pantry provides groceries for 250+ families.
11	Effective Communication	This website contains information on our five parent resource centers and parent university. The website has a link to our online Library system, Destiny, and parents can find materials and what is available to check out.

12	Building Capacity of Parents	Each month the parent centers offer either a family game night or craft night. This is an opportunity for families to visit the center and participate in a fun activity while spending time together.
13	Building Capacity of Parents	Every first and third Friday each of the parent centers offers coffee and conversation for parents. This is a chance for parents to network with one another while enjoying a cup of coffee and exploring a school related topic of conversation
14	Increasing Parent Participation	Monthly game and craft nights at the parent resource centers
15	Building the Capacity of Schools	The LEA parent involvement coordinator shares with schools best practices and evidence based research strategies to help schools build their capacity to work more effectively with parents.
16	Building Capacity of Parents	The parent resource centers provide nutrition, healthy eating and couponing classes for parents
17	Building Capacity of Parents	The parent centers partner with community agencies to offer money smart financial classes for families.