

## POLK Title I, Part A Parental Involvement Plan

I, Kathryn M. LeRoy , do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

### Assurances

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

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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:

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

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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:** Response:

\*The LEA has a District Parent Advisory Team (D-PAT) that is comprised of a diverse group of parents from any of the 81 Title I schools. This team meets in the Spring (March) to review and monitor progress of the current plan and in the Fall, (September) to make recommendations for the new parent involvement plan (PIP).

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

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

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

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

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

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

#### TIMELINE FOR COMPLETION:

#### PARENT MEETINGS:

##### \*SPRING-DISTRICT AREA PARENT MEETINGS

In March 2013, the Parent Involvement Coordinator held five regional parent meetings at various schools within the school district. Each school Title I school program facilitator was asked to bring two or three parents (Parent Advisory Team) with them to the meeting to review the district plan and summary. A power point on the Title I law and parent's "right to know and be involved" is reviewed. Parent input is gathered and used to write/revise the new district Plan and summary to be reviewed by D-PAT in the fall. At the conclusion of this meeting parents were given an evaluation of the parent meeting and were asked if they would be interested in serving on the D-PAT for the following school year.

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

##### \*SPRING-SCHOOL PARENT MEETINGS

In April and May 2013, each school facilitator is required to host a minimum of two additional parent meetings. The first of these meetings is to review the current plan and gather parent input. This parent input will be used to write and revise the plan for the next school year, summary brochure of their plan, and the school parent compact. The second meeting is for the parents to review the plan, summary, and compact with the recommended revisions, and approve it for printing and distribution to all parents.

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

## COMPLETION OF PLAN

### \*FALL-DISTRICT PIP

In Fall 2012, the D-PAT (District Parent Advisory Team) along with Title I Program Coordinators, Director of State and Federal Programs, and the Title I Parent Involvement Coordinator share in the development, implementation, evaluation and review of the Local Educational Agency Plan, the District Improvement Plan, Parental Involvement Plan, and the Title I, Part A application. The D-PAT representatives each receive a copy of the new plan and summary with revisions to review with a parent friendly rubric asking for input.

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

### FALL-SCHOOL PIP

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

## DOCUMENTATION

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

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

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

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

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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:** Response:

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

### \*PRINCIPAL or Administration Information

In August, The Director of Federal programs informed the Principal/Administration of each Title I school relevant information about Title I. This information includes new changes to the law, compliance issues, and required documentation at the school level. 90% of our Title I Schools have a Title I Program Facilitator and an updated job description was provided. Emphasis was placed on documentation personnel paid with Title I funds, the required minimum of funds for parent involvement to be spent, the school improvement process, upcoming dates for LEA technical assistance to the schools including the role of the District Title I Program Coordinators role in helping their school with monitoring and documentation for Title I.

### \*MONTHLY SCHOOL FACILITATOR MEETINGS

The District Title I Program Coordinators and the District Parent Involvement Coordinator provide ongoing technical assistance to all Title I principals and facilitators which includes Title I, Part A requirements for parental involvement as they relate to increasing student achievement. Meetings are scheduled monthly for facilitators from 8:30 am to 3:30 pm in the Title I district training room. School program facilitators are given notification of the meetings for the school year at the first meeting in August and reminders are sent via email to the facilitators the week before the meeting. Documentation of the meetings is kept on file for audit purposes in the LEA office. Documentation includes agendas, meeting notes, evaluations, and sign in sheets.

\*Information on the following is included as part of the agenda for each meeting: audit documentation, budget information, progress monitoring and evaluation, parent involvement, building capacity for staff in working with parents, technology, federal property, school based PD, district curriculum updates, guest speakers including other

federal programs, and the sharing of best practices.

#### \*PROFESSIONAL DEVELOPMENT

The District Title I Parent Involvement Coordinator provides updated training for all of the Parent Involvement Facilitators at Title I schools at monthly facilitator meetings. Meetings are held in the Title I district training room. Topics for professional development are based on district initiatives and on building capacity with staff for parent involvement. Some of the topics for the 2013-2014 school year will include; brain based instruction, differentiated instruction, and Higher Order Thinking. School facilitators are invited to share strategies, resources, receive training, discuss parent feedback on workshops, and review data of parent participation.

\*The District Parent Involvement Coordinator will be responsible for Facilitators receiving parental involvement training, resources, and information at monthly meetings throughout the year. Each meeting includes a building capacity activity for helping staff effectively work with parents. Schools are encouraged to share this activity with their staff and to use this information in their school newsletters or on their school websites. Topics for the 2013-2014 school year include but not limited to; creating family friendly schools, successful conferences, effective communication, addressing assessment with parents, and curriculum updates. Topics are selected based on a needs survey from school facilitators. This will be monitored through agendas, evaluations and occasional visits to schools by the District Coordinators and Program Coordinators.

#### \*BOOK STUDY-PARENT INVOLVEMENT

The District Parent Involvement Coordinator facilitates a book study with the school-based facilitators at each meeting. The books being reviewed in 2013-2014 school year are a continuation of the last three year's books by Steve Constantino's, 101 ways to Create Real Family Engagement; Anne Henderson's Beyond the Bakesale; and Ruby Payne's, A Framework for Understanding Poverty.

#### \*ASSISTANCE FOR PIP/SUMMARY/COMPACT

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

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

Parents of participating Title I, Part A schools are provided a summary of each school's plan in a brochure format in English, Spanish or Haitian-Creole. It will be distributed along with the District's summary brochure of the District plan no later than November 1, 2013. 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.

## DISTRICT AREA PARENT MEETINGS

\*In March, the Parent Involvement Coordinator hosts parent meetings in different areas within our school district. School Program Facilitators are invited to attend and bring two-three parents with them. An invitation is extended to representatives from the participating private schools in all levels of Parent Involvement. These meetings are based on Joyce Epstein's "Six Keys to Parent Involvement" and her book SCHOOL, PARENT & COMMUNITY PARTNERSHIPS: A HANDBOOK. Additional information is reviewed from Dr. Steven Constantino's books 101 WAYS TO CREATE REAL FAMILY ENGAGEMENT, PARENTS AND TEACHERS WORKING TOGETHER by Davis/Yang and BEYOND THE BAKE SALE by Anne Henderson.

## \*D PAT-DISTRICT PARENT ADVISORY TEAM

The LEA set aside funds for parental involvement are used to support Parent Involvement activities, to purchase a variety of resources; including materials on literacy, math, and parent training, and also supplies for parent communication and parent activities. The District Parent Advisory Team (D-PAT) members are surveyed for input as to how the set aside funds should be spent in the most effective manner, and student agendas and child care for parent meetings were the top two choices for the 2013-2014 school year.

## \*MONITORING

Title I Program Coordinators will meet with school administrators and Leadership Teams throughout the school year at the school site to monitor compliance and documentation regarding Section 1118 with compliance to the law and use of best practices for parent involvement programs. The District Parent Involvement Coordinator and the District Title I Program Coordinators will provide technical assistance, as required. Every Parent Involvement Facilitator at the school level will keep a hard copy of required information in a Title I Audit Survival Kit (TASK) and in an online TASK file. The District Title I office is able to access the online TASK at any time to monitor compliance in the schools. Facilitators bring the TASK to several meetings during the year and random monitoring is done throughout the year to ensure compliance.

## \*PARENT INFORMATION TO SCHOOLS

The LEA provides schools with a PowerPoint and video clip that explains the Title I law, how Title I impacts schools, parent involvement and school-parent compacts. . A PowerPoint and a Video clip are provided to schools that explain Title I and the School-Parent Compacts. Schools are also provided handouts, brochures, and other materials that may be distributed to parents that provide additional information regarding the Title 1 requirements. These resources can be shared with the parents at other parent involvement activities and throughout the year at conferences and other parent meetings. An "Annual Meeting" Report which includes the number of parents who attended, agenda, and evaluation is required in the TASK (Title I Audit Survival Kit) for monitoring of compliance.

#### \*PI FUNDS

Schools may use Title I funds to assist in planning parental involvement activities, build capacity for parents to assist their child at home, engage parents in meaningful communication, and provide child care, refreshments, and transportation for parent meetings and workshops.

#### \*BUDGET TRAINING

In September every Title I school is invited to participate in budget training. Our Program Finance Technician holds five meetings at different schools in different areas within our school district to train Principals, finance secretaries and facilitators 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 the PI to be spent.

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### Coordination and Integration

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

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



6	Title X-Homeless	Title I will provide a social worker to visit families of homeless children.
7	Parent Engagement	Parents K-12 online information for parents (Including parent tips, curriculum and assessment information, etc.)
8	Voluntary Pre-K	PreK to Kindergarten Transition Activities (including Kindergarten round-up, summer activity calendars, etc.)

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## Annual Evaluation

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

**Response:** Response:

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

DISTRICT PLAN:

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

The March, five regional meetings are held within our district for the convenience of the parents. The D-PAT began the review of the existing district plan and analyzed participation data, evaluated parent survey information, listed barriers for parent participation, and made suggestions for revising the plan as needed. School parent surveys were distributed in the spring. The LEA distributed to the school the results and analyzed the results with school parent involvement facilitators 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.

In September, a draft of the PIP, that includes revisions from the parent input from the March meeting, was mailed and forwarded by email to members of the D-PAT for final comments. All suggestions/comments by the parents will be considered and incorporated as feasible. The information from this meeting will be used to make revisions to the 2013-2014 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 school parent involvement plan along with their SIP in the Fall by getting SAC approval of their new plan, mid-year by evaluation the progress of the plan, and in the spring when the current plan is evaluated and input as to revising the plan for the coming year is gathered.

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## 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	Epstein's Six Keys to Parent Involvement	District PI Coordinator	Improve student achievement (Goal 1-Academics) Strengthen instruction (Goal 2:Academics)	March 2014	number of follow up presentations in the schools with other parents; record of parent attendance
2	Parent Involvement Facilitator Meetings	District PI Coordinator	Provide training information, and support services that strengthen the relations between parents and the school in meaningful ways that improve academic achievement	Monthly Aug.-May 2014	evaluations, school PI activities
3	Title I school's parent survey compilation of results	District PI Coordinator and Evaluator	Results are used to amend the Title I program and the PIP at the school sites to better help meet the needs of parents and students in meaningful ways that will improve academic achievement	On-going	as evidenced by increased achievement in school grade/ and or student standardized test scores
4	Parent Portal	District	Parent Portal allows registered parents or guardians to monitor their student's attendance and academic performance	On-going throughout the school year	as evidenced by increased achievement in school grade/ and or student standardized test scores
5	School Sites Parent Resource Centers	District and Schools	Provides programs and activities that are linked to improving academic achievement	Throughout the school year	as evidenced by increased achievement in school grade/ and or student standardized test scores
6	District Coaches and School Coaches	District Curriculum Specialists	Analyze student data for the purposed of planning effective PI activities in support of student achievement	Throughout the school year	Surveys and evaluations as evidences by increased achievement in school grade/ and or student standardized test scores
7	Parent Involvement Facilitators	District PI Coordinator and School PI facilitators	PI facilitators provide family workshops for specific academic core topics based on student data	Throughout the school year	as evidenced by increased achievement in school grade/ and or student standardized test scores
8	Career & College Nights	School PI facilitators 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 facilitators and Teachers	Teachers conduct conferences to discuss student achievement, course expectations and	Throughout the school year	Conference logs

			attainment of goals		
10	Transition Activities (Kdg Roundup)	Administration and school facilitators	Prepare students to enter school.	April 2014	Sign in sheet of parent attendance.

## Staff Training

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

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Back to School Principal's Meeting	Director of Federal Programs	Review of the NCLB law, Title I statutes, and program guidelines of Title I Part A.	August 2013	SIP, PIP, evaluations
2	Title I integration with other federal programs	Program Coordinators	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	SIP meetings	Director of Federal Programs	To assist principals with planning and implementation of effective parent involvement and professional development activities and ensure expenditures are linked to improving academic achievement.	Summer 2013	Evaluations and School SIP plans
4	Monthly Facilitator meetings-Presentation of all compliance issues; book studies; parent activity suggestions; technology- technical assistance, as needed	PI Coordinator; Program Coordinators; Tech. Spec.	Provide information on subjects such as opening the lines of communication and effective parent conferencing	Monthly August, 2013-May, 2014	Evaluations; Participation record from the schools; Sign in sheets
5	Curriculum Updates	District Curriculum Coordinators	Updates on requirements in the different content areas and how it impacts classroom instruction.	ongoing at monthly meetings	presentations to School based teachers, student achievement levels at the school
6	Ruby Payne: A Framework for Understanding Poverty	PI Coordinator & FDLRS	Understanding barriers many of our children face due to Socio economic status.	April 2013-ongoing	Staff Training and review for awareness
7	Effective Parent Conferencing	PI coordinator & FDLRS	Helps parents know the achievement level of their child and how to help them raise their level	September 2013-ongoing	School based training and teacher conference logs and reports.
8	School Success Web Content & newsletters	PI Coordinator & Technology Specialist	Gives parents 24-7 assistance in helping their child at home	Ongoing	Parent surveys; evaluations

9	Creating Family Friendly School	Parent Involvement Facilitators	Increases comfort level of parents coming to the school and interacting with the staff	August 2013- Ongoing	Parent surveys; evaluations
10	Assessing Assessments for Parents	District Title I Evaluator	To assist schools in presenting testing and assessment data to parents	November 2013	Evaluations and parent surveys
11	Effective Parent Communication	District Title I PI Coordinator	Providing information to help schools effectively communicate with parents	January 2014	Parent surveys and evaluations
12	Summer Skills for Parents	District Title I PI Coordinator	Provide parents with information and reading strategies to work with their child over the summer	May 2014	Parent surveys and evaluations
13	Brain Based Strategies	FDLRS	Provide schools with information on research based brain based strategies for the learning environment.	September 2013	Evaluations and parent surveys
14	Differentiated Instruction	FDLRS	Provide an overview to schools on Differentiated Instruction	February 2014	Parent surveys and evaluations
15	Diversity and Family Engagement	Director of Diversity PCSB	Provide information to schools on working with diversity in our schools	November 2013	Evaluations and parent surveys.
16	Magnify Bank- Financial Literacy for Children	Provide a resource to schools to help parents learn financial literacy and practice it with their ch	Magnify Bank representative	November 2013	Evaluations

## Communication and Accessibility

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

**Response:** \*DISTRICT PLAN

The District Parent Involvement Plan is summarized into a legal size tri-folded brochure document (front to back) and is available in English, Spanish and Haitian-Creole. The Home Language Survey Results are used to determine the number of translations needed for distribution to all Title I school families. This summary of the District plan will be distributed to all Title I parents by November 1, 2013. The complete District Title I Parent Involvement Plan will be posted on the District website ([www.polk-fl.net](http://www.polk-fl.net)) and linked from each Title I school's website, and copies will be in the PIN (parent involvement notebook) located in school offices by November 1, 2013. 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 date, volunteering opportunities, dates for activities that build capacity, school demographics, SAC information, information on the Annual Parent Meeting, parent's right to know, and other important dates for parents. The brochure summary will be discussed at the annual Title I parent meeting and distributed to every Title I family by November 1, 2013. 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. Copies of the brochure are available in Spanish and Haitian-Creole and other languages upon request.

#### \*TRANSLATION

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

#### \*HEARING IMPAIRED/SIGN LANGUAGE

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

#### \*MIGRANT

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

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### **Discretionary Activities**

The LEA parental involvement policy may include additional discretionary activities that the LEA, in consultation with the parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement [Section 1118(e)]. Check

here if the LEA does not plan to implement the discretionary parental involvement activities. Check all activities the LEA plans to implement:

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

## Upload Evidence of Input from Parents

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

[Uploaded Document](#)

## **Evaluation of the 2012-2013 Parental Involvement Plan**

### **Building Capacity Summary**

Provide a summary of the activities provided during the 2012-2013 school year designed to build the capacity of parents to help their children [Section 1118(e)(1-2)].

<b>count</b>	<b>Content and Type of Activity</b>	<b>Number of Activities</b>	<b>Number of Participants</b>	<b>Anticipated Impact on Student Achievement</b>
1	Epstein's Six Keys to Parent Involvement	5	250	Improve student achievement (Goal 1-Academics) Strengthen instruction (Goal 2:Academics)
2	Parent Involvement Facilitator Meetings	8	650	Provide training information, and support services that strengthen the relations between parents and the school in meaningful ways that improve academic achievement
3	Title I school's parent survey compilation of results	1	60000	Results are used to amend the Title I program and the PIP at the school sites to better help meet the needs of parents and students in meaningful ways that will improve academic achievement

### **Staff Training Summary**

Provide a summary of the professional development activities provided during the 2012-2013 school year by the LEA to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118(e)(3)].

<b>count</b>	<b>Content and Type of Activity</b>	<b>Number of Activities</b>	<b>Number of Participants</b>	<b>Anticipated Impact on Student Achievement</b>
1	Science and the Scientific Method	2	90	Increases comfort level of parents coming to the school and interacting with the staff
2	School Success Web Content & newsletters	12	80	Gives parents 24-7 assistance in helping their child at home
3	Effective Parent Conferencing	2	90	Helps parents know the achievement level of their child and how to help them raise their level
4	Ruby Payne : A Framework for Understanding Poverty	2	90	Understanding barriers many of our children face due to Socio economic status.
5	Curriculum Updates	6	540	Updates on requirements in the different content areas and how it impacts classroom instruction.
6	Monthly Facilitator meetings- Presentation of all compliance issues; book studies; parent activity suggestions; technology-technical assistance, as needed	8	700	Provide information on subjects such as opening the lines of communication and effective parent conferencing
7	SIP meetings	5	320	To assist principals with planning and implementation of effective parent involvement and professional development activities and ensure expenditures are linked to improving academic achievement.
8	Title I integration with other federal programs	1	90	Ensures that schools are providing staff with information and PD in all deficient areas
9	Back to School Principal's	1	76	Review of the NCLB law, Title I

	Meeting			statues, and program guidelines of Title I Part A.
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## Private School Summary

Provide a summary of the parental involvement activities provided during the 2011-2012 school year for private schools implementing a Title I, Part A program [Section 1120(a)(1)].

count	Content and Type of Activity	Number of Participants	Schools Participating	Anticipated Impact on Student Achievement
1	Summer Parent Activity Bags	211	17	Activities and materials to help parents work with their child over the summer in the area of reading and math.
2	Parent Booklets	230	12	Helpful hints to help your child at home.
3	Annual Parent Meeting	40	17	Inform parents about Title I and how Title I services can help their child with tutoring services in the area of reading and/or math.
4	Parent Workshop	1	1	Games and activities for parents to learn how to work with their child at home.

## Barriers

Describe the barriers which hindered participation by parents in parental involvement activities during the 2012-2013 school year. Include the steps the LEA will take during the 2013-2014 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.

## Best Practices (Optional)

Describe the parental involvement activity/strategy implemented during the 2012-2013 school year the LEA considers the most effective. This information may be shared with other LEAs as a best practice. (Optional)

count	Content/Purpose	Description of the Activity
1	Professional Development	District Curriculum Contacts speak at monthly facilitator meetings to provide updates.
2	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.
3	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.
4	Building the Capacity of Schools	Guest speakers from the community come in to speak at monthly school facilitator meetings. The information presented is regarding how they can be a resource to their school and parents.
5	Evaluation/Review	School based Title I Program Facilitators meet monthly at the Title I Training Office. The LEA provides training that includes sharing of best practices among schools, monitoring and Title I law updates, curriculum updates, professional develop activities that build capacity for staff in working with parents, and guest speakers.
6	Evaluation/Review	District Title I Program Coordinators go out into schools quareterly to meet with the school based Title I program facilitator to monitor Title I TASK (Title I audit survival kit) documentation. The Coordinators also meet with the Principal to review compliance and budget issues.