

HARDEE Title I, Part A Parental Involvement Plan

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

Assurances

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

Signature of Superintendent or Designee

(Note: If this certification is signed by a designee, then the letter authorizing this person to sign in place of the Superintendent must be included with this request.)

Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: Building learning partnerships with home, school, and community to ensure personal and academic excellence.

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: Hardee District will employ each school's School Advisory Council (SAC) as the parent group that will develop the LEA Parent Involvement Policy (PIP) and the LEA Plan jointly with each Title I school's staff parent involvement committee, the school administration, the Title I Resource Teacher, and the Director of Student Academic Services and Federal Programs. The preceding groups will also be responsible for the evaluation and implementation of the PIP. The Director provides technical assistance and training to each administrative team on the statutory requirements of the School Advisory Council requirements.

The members of the each school's SAC will be selected by the procedures set forth in the SAC bylaws and Florida statute. Each advisory council shall be composed of the principal and an appropriately balanced number of teachers, education support employees, students, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Council members representing teachers, education support employees, students, and parents shall be elected by their respective peer groups at the school in a fair and equitable manner (FS 1001.452 (1) a).

The LEA will involve parents in the involvement of the LEA PIP and the LEA Plan by submitting the LEA PIP and the LEA Plan to each school's School Advisory Council for meaningful input. The LEA Parent Involvement Policy and the LEA Plan will be submitted to each SAC to provide review, feedback, evaluation, and provide meaningful input into the plan. The information gained from the schools SACs will be used to update the plan. The LEA will review and provide feedback to each school level on their school PIP before dissemination.

In addition, the LEA surveys all parents of Title I students regarding the Title I program, barriers to parent involvement, and open ended responses to the following questions: 1. How can the school and district involve parents in the development of its Parent Involvement Policy and School Improvement Plan? 2. How can the school and district work together in planning and implementing effective parent involvement? 3. How can the school and the district build staff and parent capacity (knowledge and skills) for strong parent involvement to ensure that parents have the tools that they need to participate fully in decisions regarding their children's education? and 4. How can the school and district coordinate with other parent involvement programs such as Head Start, Migrant, or ESE?

This survey data is shared with the district administration, each school level administration, and the SAC of each school. This survey data is also used to develop the LEA Parent Involvement Policy and the LEA plan.

At least 95% of the 1% allocation for parent involvement will be sent to the schools. The SAC will determine how the expenditure is spent. The funds for parent involvement will be spent after the SAC has approved their expenditure.

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 Director of Student Academic Services and Federal Programs and the Title I Resource Teacher will provide technical assistance to each Title I school on behalf of the LEA. The director and resource teacher attend Title I technical assistance meetings such as Heartland Educational Consortium (HEC) and East Coast Technical Assistance Center (ECTAC).

Technical assistance is provided by the LEA (Director of Student Academic Services and Federal Programs and the Title I Resource Teacher) to the school sites by the following strategies:

1. Training Title I school contacts, assistant principals, in the requirements of section 1118 and the Title I parent involvement requirements;
2. Phone calls and e-mails to school administrators as well as school visits; and
3. Quarterly technical assistance and trainings to assistant principals regarding the title I parent involvement requirements, implementation, and evaluation.

The assistant principal at each Title I school will serve as the parent involvement contact at the school level. Quarterly trainings and meetings will be provided by the LEA to assist in the PIP requirements according to section 1118, policy development at each school, and implementation of the PIP.

The LEA will ensure compliance of the school level PIP by providing technical assistance to the assistant principal prior to updating the plan. The training will include understanding the requirements of section 1118 and Title I parent involvement requirements and the new school template. The assistant principal will in turn train the SAC, school staff, and the parent involvement committee at each school. The Director of Student Academic Services will provide training in parent involvement strategies at coaches' meeting. The coaches will share these strategies at school-level best practices and staff meetings.

All schools will complete the PIP prior to the Oct. 15 2013 School Improvement Plan deadline in order for the District to review and provide feedback to the school. An evaluation of the previous year's plan will be completed by the SAC and school staff prior to the development and implementation of the current plan. The assistant principal will train school staff, parent involvement committee, and the SAC on the requirements and implementation of section 1118 and Title I parent involvement requirements. The LEA will assure by SAC minutes and agendas that the plan was developed and reviewed at the SAC meeting. The school level plan will be submitted to the LEA for review before it is disseminated to parents. The LEA has requested that a parent involvement item be placed on each SAC agenda, parent newsletter, and staff agenda.

The LEA parent involvement contact attends parent involvement trainings at ECTAC and then provides technical assistance to the LEA regarding parent involvement.

2013-2014 PIP timeline:

Fall 2013: The DOE Guidance document and template were sent to school administrators in the fall of 2013 when released by DOE.

Fall 2013-The LEA provides training to the assistant principal regarding section 1118, PIP development, implementation, and the online school template.

Fall 2013- The assistant principal provides training to the SAC, parent involvement committee and staff regarding section 1118 requirements and the development and implementation of the PIP.

Fall 2013-The school-level PIP is provided to the LEA for review and feedback.

Fall 2013-After review, feedback and revisions, the school-level PIP is distributed to parents.

Quarterly SAC meetings: Agendas and SAC minutes are sent to the LEA to monitor PIP implementation.

Spring 2014-The LEA and school level will evaluate the LEA PIP and the school-level PIP by providing a survey to each SAC member and randomly sent to parents of students at Title I schools.

Spring 2014- The results from the survey will be reviewed by the SAC, school-level parent involvement committee, and administration. Further evaluation will occur by a review of evaluations completed by attendees of training events, a review of the number and percentage of parents attending events and a review of the events that were provided by the school level.

Spring 2014-Evaluation results of the school-level and LEA PIP are sent to the LEA for review.

Coordination and Integration

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

| count | Program | Coordination |
|-------|--|--|
| 1 | Title I part C and Title VI | Title I part A, Title VI and Title I part C staff will meet with migrant parents to build capacity: literacy strategies will be provided to parents at meetings held after school hours. |
| 2 | Title III and Title VI | Title I part A, Title VI and Title III staff will meet with ELL parents to build capacity: literacy strategies will be provided to parents at meetings held after school hours. |
| 3 | Hardee Federal Programs | The directors of the federal programs will meet quarterly to collaborate and coordinate events to eliminate duplication. Directors share schedules of events to encourage joint participation. |
| 4 | Transition activities for pre-k students | Pre-K students visit and tour Title I schools in May of each year. School sites provide kindergarten Round-Ups in which kindergarten information is provided for parents and students each year. |
| 5 | Hardee Early Childhood Coalition | Directors attend Coalition meetings held at the District Training Center. Pre-K teachers participate in the Coalition trainings. |
| 6 | Individuals with Disabilities Act | IDEA dollars will partner with district and Title I funds to provide parent involvement trainings to build parent capacity. |
| 7 | Adult Education | Title I schools will provide information to parents in newsletters regarding opportunities for parents to obtain a GED or classes for non-English speakers to learn English. |
| 8 | Volunteer Pre-Kindergarten (VPK) | The LEA Title I office will provide information to parents of VPK children and VPK staff regarding kindergarten standards and assessments. |

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: A parent involvement survey will be distributed in April of each year to assist in the evaluation and development of the LEA PIP and the school-level PIP. The survey will be distributed to each SAC member for completion and randomly sent to parents of Title I schools.

In May the results will be reviewed by each SAC, parent involvement committee, school administration and the Director of Student Academic Services and Federal Programs.

Further evaluation will occur by a review of evaluations completed by attendees of training events, a review of the number and percentage of parents attending events and a review of the events that were provided by the school level.

Barriers to the implementation of the LEA and school-level PIP will be discussed and technical assistance provided at each quarterly LEA and assistant principal meeting.

Feedback from the preceding groups, after review of the data, will be sent to the LEA in

June. The results from the surveys and other data will assist in updating the LEA 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 | meetings with principals and assistant principals to technical assistance on parent participation | Title I Resource Teacher | increased reading achievement | throughout the school year | Evidence will be improved parent participation as evidenced by Title I surveys |

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 | PIP requirements at each school, and implementation of the PIP | Title I Resource Teacher | Research shows that regardless of family income or background, students with involved parents are more likely to have higher grades, test scores, and graduation rates. | Ongoing throughout SY 1314 | completion of the school level online PIP |
| 2 | PIP requirements at each school, and implementation of the PIP | Assistant Principal at each Title I school | Research shows that regardless of family income or background, students with involved parents are more likely to have higher grades, test scores, and graduation rates. | Ongoing throughout SY 1314 | SAC agendas and minutes and a list of all activities at school |
| 3 | Building capacity of parents in understanding how they can be involved with schools and partner with schools to increase student achievement | Literacy Coach | Research shows that regardless of family income or background, students with involved parents are more likely to have higher grades, test scores, and graduation rates. | Ongoing throughout SY 1314 | increase in ayp percentage met at each school site |
| 4 | Increasing the capacity of parents in understanding how they can be involved and understanding of curriculum, assessments, and proficiency levels | Guidance counselors and Academic Intervention Coac | Research shows that regardless of family income or background, students with involved parents are more likely to have higher grades, test scores, and graduation rates. | Ongoing throughout the SY 1314 | parent survey results |

Communication and Accessibility

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

Response: The LEA provides for parent participation through the school level SAC which is composed of the principal and an appropriately balanced number of teachers, education support employees, students, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. To the extent possible, each SAC has a migrant and ell parent as a representative.

The district website and each school website provides information to parents such as the Student Progression Plan, the LEA Parent Involvement Plan, District Intervention and Assistance Plan, School Improvement Plans, and information on assessments, curriculum and proficiency levels, etc.

Each Title I school sends home a newsletter on a monthly basis which provides information to parents to build capacity in increasing student academic achievement.

Information related to school and parent programs is provided in an understandable and uniform format and to the extent practical in a language that parents can understand. Information will be translated into Spanish for our Hispanic population and to the extent practical into Haitian Creole.

To ensure that all parents of students enrolled in Title I schools have opportunities to participate in parental involvement activities, the LEA provides bilingual staff and materials for parents as needed. Translating equipment and bilingual resources are available for parents at each LEA school as needed and/or requested. Flyers and announcements regarding parental involvement activities are translated and distributed to all parents at Title I schools. Home school liaisons provide assistance in ensuring documents and reports meet the needs of parents with limited English proficiency. Parents with disabilities are provided accommodations that will remove any barriers to their participation. Event publications will include this information to that parents who are in need of translation services or need any accommodations will be able to let the school know ahead of time if they need further assistance.

All school level PIPs and the district level PIP is distributed by flyer to parents and the community. Flyers are also distributed at local organizations such as the public library.

Discretionary Activities

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

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

☒ Not Applicable

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)].

| count | Content and Type of Activity | Number of Activities | Number of Participants | Anticipated Impact on Student Achievement |
|-------|------------------------------------|----------------------|------------------------|---|
| 1 | Title I Parent Night | 15 | 913 | Presentations to inform parents of Title I programs, the curriculum, and academic assessments will be provided. Parents will be informed about Title I funding, what information they have the right to ask for, assessments used to track achievement, and reports they will receive. Parents will learn about the opportunities for participating in decisions related to the education of their child's success. |
| 2 | Common Core Standards | 31 | 873 | Information will be given to parents regarding grade specific standards. Review curriculum requirements in reading, math, science and writing. The specific website using the DOE of FL website will also be listed for parents. |
| 3 | Literacy Night | 6 | 444 | Content specific sessions will be provided for parents. Information will include grade level proficiency, strategies parents can use at home, and assessment methods to increase student achievement. |
| 4 | Individual Conferences and Chats | 326 | 3224 | Teachers will hold individual parent conferences as needed to discuss each child's assessment results, progress, expectations, and goals for the school year. Data chats are student-led. Teachers will assist the student with the parent conference concerning data of student achievement. |
| 5 | Parent Information Night | 20 | 1477 | Assist parents in ways to help their children academically at home and to increase student achievement. Inform parents about FCAT, FAIR, the curriculum, and provide strategies for their child's success. Book Studies, handouts and presentations by teachers and guest speakers will provide skills to promote an increase in parent involvement with the success in student achievement. |
| 6 | Science Night | 5 | 901 | Parents will learn how to help their child develop a science fair project. They will learn about scientific methods, procedures and standards and provide tips for helping with science homework. By exposing parents to science, it provides an increase in student interest and achievement. Display of science fair projects and science standards are made available for parent, student and community viewing. |
| 7 | Kindergarten Parent Night/Round Up | 4 | 258 | To inform and assist parents and preK programs of the school's curriculum, requirements and expectations for an easy transition into school. PreK programs such as RCMA and East Coast Migrant participate to help increase school readiness for Kindergarten students. A Boo-Hoo Breakfast is provided to assist parents in the transition process. |
| 8 | Grandparent Day | 2 | 140 | While recognizing the important role of grandparenting, discussions about how grandparents can assist their grandchildren in the educational process by reading to them or with them and looking over and discussing their school work. Grandparents |

| | | | | |
|----|--|----|------|--|
| | | | | will have the opportunity to engage in hands-on activities that help increase student achievement. |
| 9 | Celebration of Success | 19 | 650 | Celebrations of student achievement directly correlated to sustaining student achievement by recognizing the student and family. |
| 10 | Notifications | 56 | 4177 | With the usage of newsletters, EduLink Phone Communication System, and school websites, parents are informed of school-wide events, upcoming events, academic progress, and helpful academic tips. Oncourse/My Grade Portal inform parents of grades, homework and upcoming events. Homework folders are provided to build effective teacher to parent communication. Early notification is provided for parent/student activities to increase parent involvement and academic achievement. Notifications are pr |
| 11 | Open House/Meet Your Teacher | 11 | 2024 | Parents have the opportunity to meet the classroom teacher and understand what supplies are needed to be prepared for a successful school year. Parents are informed of schoolwide expectations, dress for success plan, and opportunities for participation in decisions related to their child's education. |
| 12 | 5th Grade Round Up and 6th & 7th Grade Orientation | 6 | 400 | Increase school readiness and expectations for 6th grade students. Provide parents with school information and tips to increase academic performance. These are held in the morning and evening to increase parent participation. |
| 13 | PBS Meeting | 2 | 200 | To inform parents about Hardee Junior High's Positive Behavior Plan. Through emphasizing the use of preventative teaching and reinforcement strategies, PBS aims to improve student behavior in order to increase safety and improve educational opportunities. |
| 14 | Volunteer Reception | 1 | 75 | Recognizing adult volunteers can help recruit more volunteers in the school to work with children academically. Increasing effective volunteers to work with children under the supervision of teachers on specific skills can close achievement gaps. |
| 15 | Fitness Day and National Lunch Program | 4 | 372 | Good nutrition and building fit bodies helps grow stronger minds and can lead to improved student achievement. |
| 16 | Summer Learning Parent Night | 1 | 111 | Parents will be provided activities of grade appropriate skills for their child in reading, math and writing for the summer. |

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)].

| count | Content and Type of Activity | Number of Activities | Number of Participants | Anticipated Impact on Student Achievement |
|-------|--|----------------------|------------------------|---|
| 1 | Title I meetings with school site administration | 10 | 7 | Technical assistance is provided by the LEA to each administrative team to review student achievement data and the creation, implementation and evaluation of each required plan. |
| 2 | LEA meets with literacy coaches monthly: | 7 | 7 | The LEA provides information and strategies on training school staffs on parent |

| | | | | |
|--|-----------------------------------|--|--|--|
| | coaches provide training to staff | | | involvement strategies and parent capacity building. |
|--|-----------------------------------|--|--|--|

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)].

X Not Applicable

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 | 35% of parent survey respondents reported conflicts with work schedules as a barrier to parent involvement. (all subgroups identified this as a barrier) | The LEA will instruct schools to offer events at convenient and flexible times. |
| 2 | 24% of parent survey respondents reported that activities were scheduled at inconvenient times as a barrier to parent involvement. (all subgroups identified this as a barrier) | The LEA will instruct schools to offer events at convenient and flexible times. |
| 3 | 21% of parent survey respondents reported personal or family responsibilities as a barrier to parent involvement. (all subgroups identified this as a barrier) | The LEA will instruct schools to consider interventions, such as childcare and flexible times for activities, in order to encourage parent involvement. |

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 |
|-------|-----------------|-----------------------------|
|-------|-----------------|-----------------------------|