

OKEECHOBEE Title I, Part A Parental Involvement Plan

I, Mr. Ken Kenworthy, 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: The mission of the Okeechobee County School District is to build and sustain relationships with parents to encourage and empower them to become informed, active partners in the education of their children.

Involvement of Parents

Describe the actions the LEA will take to involve parents in the following required policies/plans:

- LEA-wide parental involvement policy (PIP)[Section 1118(a)(2)];
- LEA plan [Sections 1112 (c)(H), 1112(d)(1)]; -and
- How the funds reserved for parental involvement will be spent [Section 1118(a)(2)].

Response: The District, in partnership with the parents of students enrolled in Title I schools, will be responsible for the development, implementation, and evaluation of the LEA Title I Parental Involvement Policy (PIP) and the LEA plan. The school Parental Involvement Teams will consist of teachers and parents. Teachers will be selected based on their administrator's recommendation. The LEA will involve parents (public and private) in the LEA Title I PIP by asking administrators and teachers from across District Title I schools to invite parents to attend the meeting. To involve hard-to-reach parents, the District will provide translation services and all other reasonable accommodations in order to encourage their participation. Parental input for the PIP will be solicited through surveys, focus groups, and PIP development meetings. Other meetings, such as school SAC meetings, will also be utilized to gain input for the PIP and will be documented through meeting minutes.

Okeechobee County Schools will provide parents information regarding the LEA PIP, including instructions on how they can access the PIP in its entirety. Parents will also have access to this information through hard copy dissemination of a brochure summary of the LEA PIP, through the district website, and through communications during parent meetings, such as SAC, PTO, and District Advisory Council.

The LEA will involve parents in the LEA Plan by requesting their input during LEA and school trainings, meetings, and activities. This input will be documented through surveys, evaluations, and meeting minutes. Information about accessing the LEA Plan will also be provided through the brochure summary of the LEA Title I PIP.

The LEA will involve parents in school review and improvement through gathering their input and feedback of School Improvement Plans (SIPs). Special emphasis will be placed on each school's SIP goals and activities for parental involvement. Since schools will be utilizing their School Title I PIP as part of their SIPs, parents will have access to the LEA Plan, the LEA Title I PIP, their School Title I PIP, and their SIP - all with the goal of articulation and scaffolding of parental involvement strategies to increase student academic achievement.

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 provides technical assistance to all Title I schools by providing:

- the opportunity for parents and staff to communicate on a District level through the District-wide Parental Involvement Committee, which will be comprised of staff members and parents from District Title I schools and will meet in the Fall and Spring of the 2015-2016 school year. To recruit parents, schools will send home information regarding the first meeting date and time.

- feedback from parents, through committees such as the Parent Advisory Council and Parent Involvement Committee, regarding the planning of effective parental involvement activities.

- guidance regarding the appropriate use of parental involvement funds.

- guidance regarding the planning of academic-themed parent workshop, such as "REad Carpet Ready."

- Parental Involvement Plan outlines regarding how schools will use parental involvement set-aside funds to meet NCLB section 1118 requirements and effective parental involvement activities. In the fall, schools will submit their plans for the school year and the LEA will review them for effectiveness and compliance. During this time the LEA will provide training and guidance to schools on developing, implementing, and evaluating their PIPs, as needed.

- a review of Parental Involvement Plans to ensure compliance with requirements, including SAC or training minutes indicating the plan was developed with parent input.

- a review and approval of all parental involvement purchases made by Title I schools.

- the administration and analysis of a parent climate survey form. Distribution to parents occurs in March with results compiled in April.

- training with school-based Parental Involvement teams.

- a "Parent's Right to Know" letter template (with translations) for notifying parents when a child is taught by a non-HQT for 4 or more consecutive weeks.

- providing a summary and example of the process for appropriate parental involvement expenditure guidance / recommendations to school-based teams.

- provide any necessary accommodations to parents with disabilities (i.e. sign language interpreters, one-on-one explanations to non-literate parents)

- put information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format to the extent practical, in a language parents can understand, on school and District websites, at Parent Involvement Committee meetings, SAC meetings, PTO meetings, and other school and District events.

- Florida DOE guidance on the development of the Parental Involvement Policy is shared with schools as received from DOE and also at Title I principals' meetings.

- the collection and review of compacts used at each Title I school, including minutes showing they were developed with parent input.

School-level PIP Review Process:

The LEA will provide technical assistance and support to Title I schools in planning and implementing effective parental involvement activities that revolve around frequent and meaningful communication between the LEA and the schools, with parental participation. This occurs in multiple ways: Information shared at monthly principals' meetings, information shared with District Parental Involvement Committee members at each school site, and communications via email, telephone, and on site visits to the schools.

In an effort to increase Parental Involvement throughout the District, as well as to be in compliance with federal guidelines and exemplify best practices, the position of Federal Programs Resource Teacher (FPRT) was created in July 2010. This position means that there is now someone specifically charged and available to support parental involvement efforts by visiting schools, observing programs, providing site guidance, reviewing documentation, and providing trainings. The FPRT will review school-level PIPs for accuracy and documentation of compliance. The FLDOE compliance rubric will be utilized for this process.

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	By the end of the first semester, the District's Federal Programs Resource Teacher will collaborate with Migrant Advocates of Title I Schools to provide guidance on effective, researched-based Parental Involvement activities and assist in recruiting parents to participate in activities. The LEA will also collaborate with Part C to sponsor a "Back to School" event for migrant families.
2	Early Childhood	The LEA will provide tip sheets on school readiness to its early childhood programs. It will also assist in content for transition to kindergarten parent meetings in the spring.
3	Title III	The LEA will collaborate with Title III to ensure information is provided to parents, for whom English is not their first language, in a language and format that they can understand.

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:

- continue to convene a District Parental Involvement Committee (PIC) to discuss District-wide Parental Involvement Initiatives, areas of need, and areas of success throughout the District
- conduct and compile results of parent evaluation feedback at each training activity provided to parents, and use these results to guide the development of future activities in such a way as to address parents' concerns
- provide all Title I schools with a checklist of parental involvement documentation to be maintained to meet parental involvement requirements
- conduct and compile results of the Title I parent surveys and share findings with PIC for feedback
- review school-based parent climate survey data and share findings with PIC for feedback
- review and evaluate progress made toward accomplishing School Improvement Plan and District Improvement goals and objectives for parental involvement and share with PIC or District SAC for feedback

·use evaluation results in planning improvements during the current school year and for subsequent school years

·identify barriers to participation using parent climate survey results, Title I parent survey results, feedback received directly from parents who are in attendance, school staff, district staff, research, and staff development on parental involvement

·reach out to the community to identify barriers to parental participation

·hold outreach meetings and focus groups based at churches and community centers to gather input from parents who "traditionally" may not participate in school events

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	Reading/"Battle of the Books": Activity involving students from Grades 3-8, focuses on understanding the Sunshine State Readers. Parents will be involved in helping their child prepare for the competition, using reading comprehension strategies set forth in packets sent home from the school.	Federal Programs Resource Teacher	The program encourages students to read, which correlates to increased student achievement in Reading. Parents will be encouraged to work with their child using specific strategies outlined in packets sent home from the schools.	Spring 2015	Sign-in sheets, improved student performance in reading
2	Math/"Math Bowl": Activity involving elementary school students that focuses on an understanding of the Common Core State Standards through information sent home by the school sites, and will be able to help their child.	Federal Programs Resource Teacher	The program encourages students to develop their mathematics skills, which correlates to increased student achievement in mathematics. Parents will be encouraged to work with their child using specific strategies outlined in packets sent home from the schools.	Spring 2015	Sign-in sheets, improved student performance in reading
3	Reading, Writing, Math, Science, Social Studies, Geography/"FCAT at Home": Workshop that	Federal Programs Resource Teacher	The content and strategies in this workshop provide Florida Standards-correlate	Throughout the year.	Sign-in sheets, improved student performance in reading, writing,

	provides easy, concrete strategies for various content areas parents can use at home with their children to support and reinforce academic skills.		d practice skills parents will use at home with their children to support their academic achievement.		math, science, and social studies.
4	Dr. Walker Event: Interactive "Edu-tainment" that encourages Parent Involvement in student success and foundational skill building for literacy.	Federal Programs Resource Teacher/School Teams	This program encourages parents to become active in seeking out opportunities to promote and encourage literacy within the home. It will give parents, teachers, and students ways in which they can support academic achievement beyond the classroom. Parents will be given the tools and resources that will help them continue this practice outside of school.	September/October 2015	Sign-in sheets, improved student performance in reading

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	"Workshop in a Box" The program is designed to teach educators what parents need to know about how to promote and support literacy in the home. Participants will be given specific training for communicating with parents about how literacy can be found using common house-hold encounters and experiences	Federal Programs Resource Teacher	The training will focus on strategies schools & parents can use to support student academic achievement. Then, strategies to address these specific areas will be developed by school teams during the training.	Fall 2015	"Workshop in a Box" will be evaluated with an end of session evaluation.
2	APTT: Academic Parent/Teacher Team training for 4 of the 5 Title I Elementary School	Federal Programs Resource Teacher	The members will receive specific training on how to communicate to parents their child's academic	September 2015, January	APTT will be evaluated with parent and teacher surveys

	Parent Involvement Team Members.		performance in class in relation to the classroom expectation and how he or she is performing in relation to his or her peers. It will also serve to teach teachers how to work with parents to set S.M.A.R.T. goals and what steps/practice are needed to meet those goals throughout the year.	2016, May 2016	and evaluation forms.
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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: To ensure that all parents of students enrolled in our Title I schools have the opportunity to participate in parental involvement activities, Okeechobee County provides District-wide activities with translators and bilingual materials. These activities will include: the Dr. Walker event promoting literacy within the home, the "Battle of the Books" parental involvement activity, and the "Math Bowl" parental involvement activity, among others. Flyers and announcements regarding parental involvement activities are translated and distributed to all parents at Title I schools. Event flyers include this information so that parents are aware of the availability of this service. The LEA will monitor schools to ensure all parent information is provided in a language that parents can understand, if at all feasible. The LEA will also encourage parents with disabilities to notify the school/and or LEA of any accommodations that may be needed in order to address barriers to participation. Specific contact information will be listed on activity and meeting announcements and notifications.

The LEA will also enlist the assistance of community groups and faith-based organizations in promoting activities to parents that may not be reached through school distribution and dissemination methods. The LEA will collaborate with Part C and Title III to provide information in appropriate manners to migrant and non-English speaking families. Furthermore, this collaboration will assist the LEA in finding alternative sites to host meetings and activities, such as churches and community centers.

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	Provide childcare.	Federal Programs Resource	Parents will be able to	Throughout the school year.

	involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1118(e)(8)];		Teacher/School Teams	participate in school events.	
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)];	Hold meetings at various times and locations.	Federal Programs Resource Teacher/School Teams	Parents will be able to participate in school events.	Throughout the school year.
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	Continue the LEA-wide parent advisory committee.	Federal Programs Resource Teacher	Will allow parents from across the District the capacity to contribute their input.	Fall and Spring meetings will be held.

Upload Evidence of Input from Parents

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

[Uploaded Document](#)

Evaluation of the previous year's Parental Involvement Plan

Building Capacity Summary

Provide a summary of the activities offered to help build the capacity of parents improve their children academic achievement [Section 1118(e)(1-2)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Reading/ "Battle of the Books"	1	51	The program encourages students to read, which correlates to increased student achievement in Reading. Parents will be encouraged to work with their child using specific strategies outlined in packets sent home from the schools.
2	Math/ "Math Bowl"	1	184	The program encourages students to develop their mathematics skills, which correlates to increased student achievement in mathematics. Parents will be encouraged to work with their child using specific strategies outlined in packets sent home from the schools.
3	Florida Standards/"The Perfect Brainstorm"	8	520	"The Perfect Brainstorm" Families were introduced to the new Florida Standards and what the new expectations will mean for their child. The standards will grow their child using building blocks that will lead them to being college and career ready by the time they graduate high school. (Workshop in a Box Program)
4	Reading, Writing, Math, Science, Social Studies, Geography/"FCAT at Home"	31	2329	The content and strategies in this workshop provide FCAT-correlated practice skills parents will use at home with their children to support their academic achievement.
5	Engaging Learning at Home/ "BLAST!"	1	26	The program encourages families to extend the classroom learning while at home and engage their children in short, fun activities that build upon what they have learned while at school. Hands on activities create more pathways in the brain that will help them store new information in their long-term memory.
6	Everyday Literacy/"REaD Carpet Ready"	1	38	The program encourages families to look for literacy opportunities at home through every day "literature" found in nonfiction print surrounding their home. It also encourages parents to ask the right questions that will encourage their children to talk about what they have learned and how to find out more information. Students can improve achievement scores if they "Just Take 20" minutes each day to read and discuss what they have read with their families.

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	"Parental Involvement Florida Standards Workshop"	1	29	The training will focus on strategies schools & parents can use to support student academic achievement through the communication and understanding of the new Florida Standards. Then, strategies to address these specific areas will be developed by schools' teams (comprised of parents & school staff) during the training.

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	"Parental Involvement Florida Standards Workshop"	0	1	The training will focus on strategies schools & parents can use to support student academic achievement through the communication and understanding of the new Florida Standards. Then, strategies to address these specific areas will be developed by schools' teams (comprised of parents & school staff) during the training.

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	Schedule Conflicts (Low-SES, Hispanic)	The LEA will hold meetings at a variety of times, as we have in the past. Attendance improved at PI events during the 14-15 school year, but increasing participation for these subgroups will continue to be a priority for the district in order to build capacity. Additional translators will be present at the LEA Parent Involvement Meetings in order to welcome more Hispanic parent participation.

Best Practices (Optional)

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

count	Content/Purpose	Description of the Activity
1	Building Capacity of Parents	"The Perfect Brainstorm" Families were introduced to the new Florida Standards and what the new expectations will mean for their child. The standards will grow their child using building blocks that will lead them to being college and career ready by the time they graduate high school. (Workshop in a Box Program)
2	Building Capacity of Parents	"REaD Carpet Ready" Families were taught how to look for literacy opportunities in their everyday lives. Print and informational text is found within and around common household items. Dr. Walker explains that if a family were to "Just Take 20" minutes out of their day to read informational text and have discussions about what they read, student's will grow their vocabulary acquisition, comprehension levels, and fluency rates. (Workshop in a Box Program)
3	Building Capacity of Parents	APTT: "Academic Parent Teacher Teams" were implemented at one pilot elementary school. These teams met four times throughout the year, one of those in an individual setting. These meetings were designed to bring the parents into the conversation regarding their child's academic growth and achievement level in comparison to the class average and class yearly goal. The parents work with the teacher to create S.M.A.R.T. goals and prescribed weekly homework activities to help their child continue to grow throughout the year.