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December 12, 2014

Kathy Pomposelli
Citrus County School District
1007 West Main Street
Inverness, FL 34450

Dear Ms. Pomposelli:

We are pleased to inform you that Citrus County 2014-2015 LEA Parental Involvement Policy/Plan (PIP) meets all of the requirements outlined in Section 1118 of the Elementary and Secondary Education Act.

Please be reminded that the local educational agency (LEA) is required to share the contents of the PIP with parents of children participating in the Title I program. The information must be provided in an understandable and uniform format, including alternative formats upon request.

If you have questions or need additional information, please contact Wanda Young via email Wanda.Young@fldoe.org or by telephone at 850-245-0726.

Sincerely,

Sonya G. Morris

SGM/wy

SONYA G. MORRIS, CHIEF
BUREAU OF FEDERAL EDUCATIONAL PROGRAMS

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CITRUS Title I, Part A Parental Involvement Plan

I, Sandra "Sam" Himmel, 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:

Involvement of Parents

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

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

Response: The LEA involves parents in the development of the required policies/plans through a variety of means. The School Improvement Plan process involves parents in two distinct ways. Voting members of the SAEC are elected at each individual school. All parents are offered the opportunity to be present at meetings and parents' thoughts are obtained through written and electronic surveys. Input is documented in the survey results.

The LEA Plan is discussed and reviewed with members of the District Parent Advisory Board (PAB). It was revised after discussion at the April 2014 meeting. The District Parent Advisory Board meetings are recorded in written agendas and minutes. Parents are offered paper surveys as well as meetings to offer input and review decisions. Parents receive a tri-fold brochure at the beginning of the school year at Open House or through "back-pack" delivery detailing the parent involvement policy and providing a comment section for parents to make suggestions or ask questions. Input from parents is documented in the tri-fold brochure.

During the school year, at each Title I school, a meeting is devoted to a presentation about Title I. Again parents are given the opportunity to ask questions and provide feedback concerning Title I. School meetings have parent sign-in sheets, and depending on the agenda topics, minutes may be recorded.

The Title I District Advisory Board is made up of parents who principals believe may be willing to represent the school at the District level. District Parent Advisory Board members are encouraged at each meeting to "bring a friend" to the next PAB meeting to continue to grow capacity. Additionally, at the District PAB meetings, members from various schools are asked to provide input in a variety of areas to provide the framework for development of the Parent Involvement Policy and Plan. The meeting concerning the Policy and Plan occurred in November 2012. Ideas for revisions were discussed and were included in the revised Policy. Additionally, the results from the previous school year and ideas to increase parent participation in surveys were shared. LEA Title I Parent survey results from spring 2013 were discussed at length in the May meeting.

At the February 2014 Parent Advisory Board meeting, the 2012-2013 District Title I Survey's results were shared, as well as 2011-2012. The group was asked if there were any questions that should be deleted, reworded, or added. They formed three groups and each group reviewed a third of the questions. The groups then rotated twice to allow input by all members on all questions. Their suggestions were compiled, applied to the survey, and distributed to all members for final approval. The survey was distributed to Title I schools to gain parent input.

Parent involvement funds at the district level are budgeted for parent publications, travel to parent involvement trainings and materials for District Parent Advisory Board meetings. At the school level, funds are budgeted for materials for communication, parent meetings,

consultants, newsletters, and family nights. Funds are also expended on website licenses for family activities, for transportation, and for extra-duty stipends for personnel for parent activities.

Technical Assistance

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

Response: The LEA will provide coordination, technical assistance, and other support necessary to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance in the following ways:

§ Assist in the School Improvement Plan Process

§ Provide school and student data to School administrators and staff

§ Provide technical assistance, including a timeline template for parent activities

§ Share parent involvement information from FLDOE and other agencies with school administrative teams

§ Provide schools with information concerning Florida standards and ways parents can help their children

§ Provide schools with a Title I Prezi/PowerPoint to share information with parents and community

Additionally, the LEA provides monthly parent publications to schools for back-pack distribution through printed parent newsletters and electronic links on the school website, as well as an electronic link on the LEA website. Upon release of State information, the LEA also provides information on State releases such as FCAT assessments and school grades. This information is also available as an electronic link on the LEA website.

The LEA schedules a Parent Conference Day in the School Board approved calendar (September 26, 2014). This is a release day for teachers to schedule parent and/or student led conferences.

The LEA designs and distributes through US mail a Parent Guide/Calendar. Included in this publication is information about parents' rights and responsibilities, student expectations for various grade levels, FCAT information, and other parent/student/school topics. This is distributed at the beginning of the school year.

The LEA provides training and opportunities for parents and community members to volunteer or mentor in their child's school or classroom. This training occurs a minimum of eight times per year.

A committee consisting of the Director of Elementary Education, Title I Coordinator, the Program Specialist for Language Arts and ESOL, and a support person will use the checklist to review the school level PIP. The school level PIP will be completed by October 1, 2014. The review will conclude by October 30.

LEA monitoring of the schools' parental involvement plans is accomplished through review of school newsletters, parent sign-in sheets, purchasing requests, parent meeting surveys, and parent activity visitations.

Coordination and Integration

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

count	Program	Coordination
1	Voluntary Pre-Kindergarten (Daycare locations)	The Coordinator of Title I and Coordinator who oversees VPK participate in a minimum of monthly meetings. The meetings' purpose is to provide a forum for conversation to ensure alignment among departments and programs. The two departments work together to provide a smooth transition for all Pre-K students to Kindergarten. Print materials are shared with parents. Kindergarten round up occurs in the Spring at each school where parents are provided with information.
2	Voluntary Pre-Kindergarten (School District)	The Coordinator of Title I and Coordinator who oversees VPK participate in a minimum of monthly meetings. The meetings' purpose is to provide a forum for conversation to ensure alignment among departments and programs. The two departments work together to provide a smooth transition for all Pre-K students to Kindergarten. Print materials are shared with parents. Kindergarten round up occurs in the Spring at each school where parents are provided with information.
3	Title I, Part C	The Title I Part C migrant advocate is a member of the Parent Advisory Board. She offers a perspective related to her relationships with parents of migrant students to the Board discussions. The advocate offers parents of migrant students the opportunity to attend the Board meetings.
4	Title III	The Coordinator of Title I participates in monthly meetings with the members of the department. The elementary ESOL facilitator is a member of this group. She offers a perspective related to her relationships with parents of ELL students to the elementary team meeting discussions. She also attends the PAB meetings when possible.
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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: Parents are given the opportunity to provide feedback on the parental involvement policy. This is done in three distinct ways. A tri-fold brochure, "What Parents Need to Know about Title I" is sent home with each student at the beginning of the school year. A comment section is provided to return to the district. Within the first few months of school, at an annual meeting, information is presented explaining the Title I program. This is another opportunity for parents to give input. In the spring of each year, schools survey parents regarding a number of areas, one of which is parent involvement and the effectiveness of the parent involvement provided to parents. The survey information is reviewed and compared to the data gathered during the school year in terms of parent participation. This analysis of data provides important information for planning purposes.

The PAB thoroughly reviewed the previous year's survey. Members participated in three group discussions about the questions and the information gained from the answers to those questions. Some questions were re-worded, others deleted, and still others added. The desire was to determine as specifically as possible, the reasons parents couldn't attend parent events. The members felt it was critical to determine the reasons in order to become more effective.

Additionally, the District Parent Advisory Board thoroughly reviews and discusses the policy for needed changes at a fall meeting. At the meeting, revisions are suggested. These are incorporated and the new Policy is approved.

As liaisons with the schools, the PAB parents are informed human resources who share comments and/or concerns with the LEA.

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	Distribution of monthly parent newsletter to schools for inclusion in	Coordinator of Title I/School Principals	Specific information for parents to use to assist their children to	Monthly September through May	Increased State scores

	hard copy parent newsletters and on line newsletters		succeed in school.		
2	Parent Advisory Board Meetings	Coordinator of Title I	Stronger parent-school partnerships will positively impact academics.	Quarterly	Increased State scores
3	Parent and/or Student led conferences	School level personnel	Child's progress will be discussed and strategies shared to provide success for the child.	September	Increased State scores
4	What Parents Should Know about Title I Brochure	Coordinator of Title I	Stronger parent-school partnership	August	Increased State scores
5	Parents Right to Know Letter	Coordinator of Title I/School Principals	Specific information for parents to use to assist their children to succeed in school	August	Increased State scores
6	Survey of effectiveness	Coordinator of Title I/School Principals	Stronger parent-school partnership	Spring	Increased State scores
7	Parent Guide	Director of Community Relations	Specific information for parents in areas of academics	August	Increased State scores
8	District level Title I newsletter article for reproduction in School level parent newsletters	Coordinator of Title I/School Principals	Specific information concerning Title I	Quarterly	Increased State scores

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	Importance of Parent Involvement/Partnership – Research based print material	Coordinator of Title I and School Staff	Increased knowledge for staff on the impact of parent involvement	Bi-annual	Increased parent involvement and increased FCAT scores
2	ECTAC Parent meetings	Coordinator of Title I	Increased knowledge of the impact of parent involvement on student achievement	Quarterly	Increased parent involvement and increased FCAT scores
3	Timelines and Templates for planning family engagement meetings	District Title I Department	Increased knowledge for staff on developing capacity	Fall	Increased parent involvement

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 opportunities for participation in parent involvement activities for all parents (including parents of children with limited English proficiency, disabilities and migratory children) in the following way: invite advocate for migrant students and facilitator of ESOL program to attend Parent Advisory Board meetings, and ask them to invite parents; provide translations using translator software whenever requested; provide information orally through School Messenger, a parent link phone system for broad communication and to provide oral information for those parents who are literacy challenged; provide translators for hearing impaired whenever requested; provide information through the school website as well as email communication for those parents who are hearing impaired; ensure print material, especially notices about parent activities are written in a simple, clear understandable manner, and if requested provide large print copies; provide opportunities for presentations/ discussions or programs at the school; provide child care; and have greeters to welcome parents. The LEA will monitor communication between schools and parents by review of written communication, including translations if feasible, parent messenger scripts, and school websites.

Discretionary Activities

The LEA parental involvement policy may include additional discretionary activities that the LEA, in consultation with the parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement [Section 1118(e)]. Check here if the LEA does not plan to implement the discretionary parental involvement activities. Check all activities the LEA plans to implement:

count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1	Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)];	LEA sets expectation that each school will have a minimum of two curriculum nights per school year	School Administrators	Increased State assessment scores	One each semester
2	Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1118(e)(8)];	The LEA sets expectations for parent activities and reviews school budgets to determine compliance	Title I Coordinator and School Administrators	Increased State assessment scores	Initial budget review and periodic checks throughout the school year
3	Training parents to enhance the involvement of other parents [Section 1118(e)(9)];	Parent Advisory Board meetings	Title I Coordinator	Increased State assessment scores	Quarterly
4	Establishing a LEA-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part	Parent Advisory Board meetings	Title I Coordinator and Parent Advisory Board members	Increased State assessment scores	Quarterly throughout the school year

	A programs [Section 1118(e)(12)]; and				
5	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	Provide basic needs such and clothing, food, and school supplies.	Community groups	Basic needs are met for optimum learning.	Throughout the school year

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 provided during the previous 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	Distribution of monthly parent newsletter to schools for hard copy parent newsletters & on line	9	1600	Increased FCAT scores
2	Parent Advisory Board meetings	5	55	Increased FCAT scores
3	Parent and/or student led conferences	16	10053	Increased FCAT scores
4	What Parents Should Know about Title I brochure	1	10253	Increased FCAT scores
5	Parents Right to Know letter	1	10253	Increased FCAT scores
6	Survey of Effectiveness	1	2506	Increased FCAT scores
7	Parent Guide	1	10253	Increased FCAT scores

Staff Training Summary

Provide a summary of the professional development activities provided during the previous 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	Importance of Parent Involvement Partnership-Research based print material	4	960	Increased parent involvement and increased FCAT scores
2	ECTAC Parent meetings	3	6	Increased parent involvement and increased FCAT scores
3	Timelines and templates for planning family engagement meetings	1	16	Increased parent involvement and increased FCAT scores
4	Importance of and how to engage parent (with a Common Core focus)	1	38	Increased parent involvement and increased FCAT scores

Private School Summary

Provide a summary of the parental involvement activities provided during the previous 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	RazKids and How to use at home	4	Pope John Paul II & Inverness Christian Academy	Increased student achievement
2	Title I Technology Night	2	Pope John Paul II & Inverness Christian Academy	Increased student achievement
3	Open House	28	Pope John Paul II & Inverness Christian Academy	Increased student achievement

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 current 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	Other obligations	Provide advance notice and offer flexible times

Best Practices (Optional)

Describe the parental involvement activity/strategy implemented during the previous 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
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