

State Board of Education

Gary Chartrand, *Chair*  
John R. Padget, *Vice Chair*  
*Members*  
Ada G. Armas, M.D.  
John A. Colon  
Marva Johnson  
Rebecca Fishman Lipsey  
Andy Tuck



FLORIDA DEPARTMENT OF  
EDUCATION  
fldoe.org

Pam Stewart  
Commissioner of Education

December 12, 2014

Magaly Abrahante  
Dade County School District  
1450 Northeast 2nd Avenue, Suite 500  
Miami, FL 33132

Dear Dr. Abrahante:

We are pleased to inform you that Dade 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](mailto: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

[www.fldoe.org](http://www.fldoe.org)

325 W. Gaines Street | Tallahassee, FL 32399-0400 | 850-245-9939  
© 2014, Florida Department of Education. All Rights Reserved.

## DADE Title I, Part A Parental Involvement Plan

I, Alberto Carvalho, 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:** 2014-2015 M-DCPS Districts' Parent Involvement Plan (PIP) Mission Statement

Response: The mission of Miami-Dade County Public School's Title I Parent Program is to build the schools' and parents' capacity for stronger parent/family/school engagement.

---

## 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 Miami-Dade County Public Schools (M-DCPS) provides training to all schools in the Title I Program on ways to include parents in the development the M-DCPS Parent Involvement Plan (PIP), the school's PIP, the school improvement process, and the overall life of the school. The Title I District Advisory Council (DAC) and Title I Parent Advisory Councils (PAC) have elected parent members from Title I schools that demonstrate the involvement of parents. The scope and sequence of the requirements for involving the parents of Title I students are also included on the DAC meetings' agendas. These subjects may include: involving parents in the planning and implementation of the Title I program at the school-site; utilizing a minimum of one percent of the school's Title I allocation to support the parental requirements of Section 1118; conducting the annual Title I Annual Meeting at the beginning of the school year to inform parents of the school's participation in Title I; providing the M-DCPS Consultation and Complaint Procedures directions; developing, distributing and reviewing the District and school's PIP; distributing the Title I Program Notification Letter in English, Spanish and Haitian Creole, Highly Qualified Notice, and "Next Generation Sunshine State Standards/Common Core State Standards", School Grades and Annual Measurable Objectives (AMO) Report, Ways to be Involved at School, and developing, distributing, and reviewing the School-Parent Compacts. The Title I PACs (one per Region in the District) meet twice during the school year, by region, to get input from parents in their schools to support the development of required District plans including the LEA PIP, and the District Improvement.

---

## 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:** M-DCPS Title I Parent Involvement Plan (PIP) outlines specifics for schools in the Title I Program regarding parental involvement. It further delineates how M-DCPS will support delivery of the No Child Left Behind Act of 2001 (NCLB) parental compliance. M-DCPS will provide training to all schools in the Title I Program on ways to include parents in the development of both the M-DCPS PIP and the School's PIP, the school improvement process and the life of the school. The District will provide the following coordination, technical assistance, and other support necessary to assist schools participating in the Title I Program: Parent Academy; Title I Administration (in coordination with School Operations) Annual Procedures Meetings for Principals; Project Upstart, a division of M-DCPS Student Services; District's Parent Literacy Program; M-DCPS "Parent Portal"; Title I Neighborhood Resource Centers-North/South/Gratigny; District support provided to the school sites' parent resource centers; M-DCPS training available to assist the schools in effectively managing their councils (EESAC); Title I CIS Orientation Meeting and Title I CIS Mid-Year Meeting; Title I support to the schools with

professional and technical services contracted with third-party providers for educational services, and will include: purchase of furniture, fixtures and equipment, computer hardware, computer software, instructional technology, materials, and supplies.

Central to the Title I Program, there are two hundred plus school-based Community Involvement Specialists (CIS), who will serve as a bridge between the home and school through home visits, telephone calls, school-site and community parenting activities. The CIS, funded through Title I, will schedule meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision-making processes at the school-site. In conjunction, educational specialists will provide technical support and assistance to schools in the Title I Program, with monitoring and school-site support, to review evidence of compliance requirements. The Title I Administration Handbook outlines compliance requirements of Title I. A sample of the school-parent compact is provided in the Title I handbook. The school-parent compact is reviewed by District staff. Providing more support to parents, the Title I DAC Executive Board meetings (scheduled throughout the school year); Title I DAC General meetings (scheduled throughout the school year, and in the evenings); Title I PAC meetings (twice a year for each Region in the District); and the Title I CIS school-site on-going meetings/workshops for parents will all provide materials and training to help parents work with their children to improve academic achievement; increase technology use to help learning, home life, and community service needs. These meetings' agenda topics may include: recipes for Effective Parental Involvement; NCLB-Section 1118 - reviewing and revising M-DCPS Title I Parent Involvement Plan; and Parental Involvement.

The District's Parent Resource Guide is developed for school staff members, parents, and the community, to include best practices and a directory of contact information for programs and persons with expertise in the area of parental involvement. As well, the Title I Administration Handbook is another available and appropriate resource to support the schools. Both documents are available at the school- site and online. Principals are guided to support Title I Program compliance via the Title I Accountability and Technical Assistance Team (A-TAT). Also, school fidelity will be monitored by the District Community Assessment Teams (CAT) created in compliance with the Florida Differentiated Accountability (DA) requirements. The Title I A-TAT will schedule school-site monitoring and support to review evidences of compliance with the Title I M-DCPS PIP, Title I School's PIP, school's Title I Parent Program, Title I District Program, EESAC, and Parental Involvement. The Office of School Improvement works collaboratively with Title I to support completion and submission of the school's Title I PIP.

## 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	University of Florida Partnership (UF)	Supervised by the Early Childhood Program's Administrative Director and staff, supports the engagement and involvement of parents of young children with a variety of meaningful parental experiences.
2	Migrant Program	Supervised by the Executive Director and staff, provides supplemental instructional and support services to support parenting of migrant worker families through the many components, inclusive of the Migrant Early Childhood Learning Program.

3	Early Childhood Program	Supervised by Administrative Director and staff, supports the engagement and involvement of parents of young children with a variety of meaningful parental experiences.
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		

## 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 annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent outreach program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. A collaborative effort is made to inform parents of the importance of this survey via the CIS, Title I District and Region meetings, Title I DAC Talk News for Title I Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. The school's CIS or parent contact person will encourage parents to complete the survey, compile the hard copies (if completed via hard copy) and submit them to the Director of Research and Evaluation, Office of Program Evaluation. Online survey results and hard copy results will be compiled at the end of the school year; provided to schools and the Title I District Office to use in the identification of barriers and parental needs; and to develop the new school year's Title I Parental Involvement Plan for schools in the Title I Program and the District's Title I Parental Involvement Plan, as appropriate.

Additionally, the Office of Program Evaluation led by its Executive Director and staff conducts an annual evaluation of the Title I Program. The Parental Involvement Plan is a component of this evaluation. The evaluation of the Title I program consists of two reports produced in the school year following each program year. An initial report describes the services provided and includes descriptions of the various programs. The second report produced later in the year focuses on outcomes of the services provided. Although some specific areas are not investigated, each year this report may contain: identification of the Title I Administration participating schools; percentages of students in Title I and in non-

Title I Schools; characteristics of students participating in Title I Schools; summary statistics on students who received various Title I services; performance of Title I and non-Title I students on the Reading, Mathematics, and Science FCAT-SSS/Common Core Standards; parent involvement outcomes through assessment of parents' participation in the EESAC; use of Parent Portal (M-DCPS electronic parental access) by parents of students in Title I and in non-Title I Schools; average percent of parent participation by group and by year; and correlations between percentages of parent participation with percentages of staff who feels a lack of parental support hinders their teaching performance. In response, strategies are developed for more effective parental involvement, through the revision/amending of existing parental plans.

## 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	The Title I Administration Parent Involvement Monthly School Report is used to coordinate and plan the year's parent involvement activities, and identify barriers to greater participation.	Title I District Staff, Principals, CIS	It provides training, information, and support services that strengthen the relations between parents and the school in meaningful ways that improve academic achievement.	monthly	increased achievement in standardized test scores
2	The school's Parent Survey Compilation of Results is analyzed and used to amend the Title I Program and the Title I PIP at the school site for the current year.	Principals, CIS	It provides training, information, and support services that strengthen the relations between parents and the school in meaningful ways that improve academic achievement.	throughout the school year	increased achievement in standardized test scores
3	The Title I DAC Executive Board Meetings	Title I District Director and Staff, DAC Chair	It provides training, information, and support services that strengthen the relations between parents and the school in meaningful ways that improve academic achievement.	scheduled throughout the school year	increased achievement in standardized test scores
4	Title I DAC General Meetings	Title I District Director and Staff, DAC Chair	It provides training, information, and support services that strengthen the relations between	scheduled throughout the school year	increased achievement in standardized test scores

			parents and the school in meaningful ways that improve academic achievement.		
5	Title I PAC Meetings	Title I District Director and Staff, PAC Chairs	It provides training, information, and support services that strengthen the relations between parents and the school in meaningful ways that improve academic achievement.	twice a year for each Region in District	increased achievement in standardized test scores
6	The Title I CIS school-site on-going meetings/workshops for parents	Principals, CIS	It provides training, information, and support services that strengthen the relations between parents and the school in meaningful ways that improve academic achievement.	throughout the school year	increased achievement in standardized test scores
7	The M-DCPS Title I Parent/Family Involvement Survey 2015	Title I District Director and Director of Research and Evaluation, Office of Program Evaluation	It provides training, information, and support services that strengthen the relations between parents and the school in meaningful ways that improve academic achievement.	to be used toward the end of the school year	increased achievement in standardized test scores
8	Title I Administration Home Training/Visitations with Parents	Title I Community Involvement Specialists	It provides training, information, and support services that strengthen the relations between parents and the school in meaningful ways that improve academic achievement.	throughout the school year	increased achievement in standardized test scores
9	Miami-Dade County Public Schools EESAC Training	District, Schools	The District makes training available to assist schools in effectively managing their councils (EESAC) so that parents are fully involved in the development and review of the SIP that links to	throughout the school year	increased achievement in standardized test scores

			improving academic achievement.		
10	Title I Neighborhood Resource Centers-NRC North/South/Gratigny	Title I District Director	Implement programs and activities that are linked to improving academic achievement.	throughout the school year	increased achievement in standardized test scores
11	School-Site Parent Resource Centers	District, Schools	The PRCs implement programs and activities that are linked to improving academic achievement.	throughout the school year	increased achievement in standardized test scores
12	Miami-Dade "Parent Portal"	District	It allows registered parents or guardians to monitor their children's attendance and academic performance.	throughout the school year	increased achievement in standardized test scores
13	The Challenging Higher Education in Our Schools (CHESS)	Title I District Director	Implements a program and activities that are linked to improving academic achievement.	throughout the school year	increased achievement in standardized test scores
14	The DAC Talk, News for Title I Parents	Title I District Director	It is a publication designed to showcase parent advisory updates, current trends in education and articles that are linked to improving academic achievement.	twice a school year	increased achievement in standardized test scores
15	Title I Parent Quarterly Bulletin	Title I District Director	It is a publication designed to provide quarterly updates to parents and students that are linked to improving academic achievement.	throughout the school year	increased achievement in standardized test scores
16	Title I Annual Meeting conducted at the school level	Title I Administration, School Site Administrators	It is to understand and implement the No Child Left Behind Act and also to increase academic achievement through Parent Involvement.	recommended that the meeting be held no later than the last week of October	increased achievement in standardized test scores
17	Parent Academy (TPA)	District	It facilitates parent-to-parent trainings.	throughout the school year	increased achievement in standardized test scores



18	Office of School Improvement/Title I Administration	District/Title I District Director	The District and Title I Administration Office provide technical assistance training sessions by Region in order to assist schools in fully involving parents in the developmental review of the SIP/PIP that will help to improve student achievement.	by the end of the school year	strengthens the relationships between parents and the school in ways that will help improve academic achievement
19	iCare	District	A District initiative that emphasizes the importance of great customer service in our schools.	throughout the school year	increase in home-school communication, increase in student academic achievement, and increase in school academic achievement

## 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	Title I Administration Technical Assistance and Support (A-TAT)	District Supervisor and Staff	It assists with planning, monitoring, and implementation of effective parental involvement activities that are linked to improving academic achievement.	throughout the school year	increased achievement in standardized test scores
2	Title I Administration Monthly Meetings	District Director and Staff	It assists with planning and implementation of effective parental involvement activities that are linked to improving academic achievement.	throughout the school year	increased achievement in standardized test scores
3	Miami-Dade County Public Schools	District, Schools	The District makes training available to assist schools in effectively managing their councils (EESAC) so that parents are fully involved in the development and review of the SIP that will help to improve academic achievement.	throughout the school year	increased achievement in standardized test scores

4	Title I Annual Meeting conducted at the school-site level	Title I Administration, school-site Administrators	It is to understand and implement the No Child Left Behind Act and also to increase academic achievement through parent involvement.	recommended that the meeting be held no later than the last week of October	increased achievement in standardized test scores
5	University of Florida Partnership (UF) for Teachers and Administrators	Dr. Phillip Poekert, University of Florida	Assists with planning and implementation of effective parental involvement activities that are linked to improving academic achievement.	throughout the school year	increased achievement in standardized test scores
6	University of Florida Partnership (UF) Showcase	Dr. Phillip Poekert, Univ of FI and M-DCPS Adm. Director Instructional Support, Early Childhood	Assists with planning and implementation of effective parental involvement activities that are linked to improving academic achievement.	by the end of the school year	increased achievement in standardized test scores
7	Title I CIS Orientation Meeting and Title I CIS Mid-Year Meeting	Title I Administration	It is to understand and implement the No Child Left Behind Act, thus increasing academic achievement through parent involvement.	beginning of the school and mid-year	A-TAT files, meeting evaluations, surveys, and data derived from the monthly school reports

## 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:** M-DCPS 2014-2015 Title I PIP will be provided to schools, in English, Spanish and Haitian-Creole, respectively. The schools' Title I Annual Meeting and/or parental meetings will reflect distribution and discussion of the current M-DCPS Title I PIP, the schools' PIP, and Title I School-Parent Compact. Further, the schools' next year's Title I Annual Meeting's minutes will reflect discussions and revisions that are needed for the current M-DCPS PIP, and their school's Title I PIP. Title I makes many attempts to get meeting invites and registrations to parents for their participation via: "Connect-Ed" telephone messages to homes of parents of students participating in the Title I Program; mail-outs to parents; Title I Parent Newsletters; flyers; newspaper advertisements; and television, and/or radio announcements.

Reasonable efforts are made to assist parents in understanding the needs and rights of their children with exceptionalities and English Language Learner (ELL) needs, in their primary language. Parents are made aware of the availability of simultaneous translation services through posters on easels and announcements in Spanish and Haitian-Creole, at all Title I DAC meetings. On an as-needed basis, parents sign up for the equipment and receive simultaneous translation services through Title I staff members at meetings. Title I DAC and PAC pre-meeting announcements are mailed to school-site CIS to get to the parents. This pre-meeting announcement includes special needs notifications that are returned to Title I Administration, thus helping to further ensure the meeting participation of parents with disabilities. Parents are given "suggestion box" slips to complete at each

meeting. Suggestions are reviewed and implemented as appropriate.

Through the Migrant Early Childhood Learning Program (MECLP), Migrant Achievement Resources (MAR), Migrant Academic Planning and Achievement (MAPA), and Supportive Services, parent participation in workshops, parent-teacher conferences and other school-community activities are infused to include parents as partners in their children's educational process. Family literacy programs are also part of the Family Resource Centers and local Migrant Education Program schools. Also, school and District multi-level communications will be sent in different languages, i.e. Title I Parent Notification Letter in English, Spanish and Haitian-Creole, School-Parent Compact, Parent's Right to Know Information, Title I Annual Meeting Documentation, school newsletters, parent trainings, Annual Measurable Objective Reports (AMO), Performance of the Title I students on the Reading, Mathematics, and Science FCAT -SSS/Common Core State Standards, School Public Accountability Report (SPAR), Standards and Testing, and KidCare information in English, Spanish and Haitian-Creole.

## 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)];	The LEA provides necessary literacy training for parents in tandem with District resources.	Title I Administration Assistant Superintendent	This will implement research-based parental involvement plans, practices, programs, and activities that are linked to improving academic achievement.	throughout the school year
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)];	Pre-meeting notices are sent to help further ensure the participation of parents with disabilities.	Title I Administration Assistant Superintendent	It networks to increase collaboration and coordinate efforts related to family involvement and academic achievement to inform parents of the NCLB Act.	throughout the school year
3	Training parents to enhance the involvement	The District, the Parent Academy trainings	Title I District Staff/The Parent	It coordinates efforts related to	throughout the school

	of other parents [Section 1118(e)(9)];		Academy	family involvement and academic achievement.	year
4	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)];	There are scheduled meetings throughout the year in an as-needed basis.	Title I Administration District Director, Title I District Staff	It strengthens the relations between parents and schools in ways that improve academic achievement.	throughout the school year
5	Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)];	The Title I Accountability & Technical Assistance Team (A-TAT) schedules school-site monitoring and support.	Title I Administration District Supervisor	It is intended to increase academic achievement through parent involvement.	throughout the school year
6	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	Title I DAC supports the planning and implementation of the Title I Program.	Title I Administration District Director	It coordinates efforts related to family involvement and academic achievement to inform parents of the NCLB Act.	throughout the school year
7	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	The CIS will reach out to community-based organizations and businesses, including faith-based organizations, to disseminate information of the Title I Program; thus increasing communication to parents through the support of the community. This includes "Community Awareness Day".	Title I Administration District Director	This implements activities that are linked to improving academic achievement through community-based organizations and businesses.	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	Title I Parent Involvement Monthly School Report - used to coordinate and plan the year's activities	12997	646510	It provided training, information, and support services that strengthened the relations between parents and the school in meaningful ways that improved academic achievement.
2	Title I DAC Executive Board Meetings	2	30	It provided training, information, and support services that strengthened the relations between parents and the school in meaningful ways that improved academic achievement.
3	Title I DAC General Meetings	2	620	It provided training, information, and support services that strengthened the relations between parents and the school in meaningful ways that improved academic achievement.
4	Title I PAC Meetings	6	544	It provided training, information, and support services that strengthened the relations between parents and the school in meaningful ways that improved academic achievement.
5	M-DCPS Title I Parent/Family Involvement Survey 2014	1	2004	It provided training, information, and support services that strengthened the relations between parents and the school in meaningful ways that improved academic achievement.
6	Title I Administration Home Training/Visitations with Parents	5941	5941	It provided training, information, and support services that strengthened the relations between parents and the school in meaningful ways that improved academic achievement.
7	Neighborhood Resource Centers - North/South/Gratigny	378	6884	Implemented programs and activities that were linked to improving student achievement.
8	School Site Parent Resource Centers	4622	66761	Implemented programs and activities that were linked to improving student achievement.
9	Challenging Higher Education in Our Schools (CHESS)	3	2296	Implemented programs and activities that were linked to improving student achievement.
10	DAC Talk, News for Title I Parents	2	4226	It is a publication designed to showcase parent advisory updates, current trends in education and articles that are linked to improving academic achievement.
11	Title I Parent Quarterly Bulletin	4	789252	It is a publication designed to showcase parent advisory updates, current trends in education and articles that are linked to improving academic achievement.
12	Title I Annual Parent Meeting	313	54796	Conducted to understand and implement

	conducted at the school level			the No Child Left Behind Act thus increasing academic achievement through parental involvement
13	The Parent Academy (TPA)	841	14961	Facilitated parent-to-parent trainings.
14	Miami-Dade County Public Schools EESAC Training	6	931	The District made training available to assist schools in effectively managing their councils (EESAC) so that parents are fully involved in the development and review of the SIP that links to improving academic achievement.

### 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	Title I Administration Technical Assistance and Support (A-TAT)	16	160	Assisted with planning, monitoring, and implementation of effective parental involvement activities that are linked to improving academic achievement.
2	Title I Administration in Coordination with Collaborative Partners (University of Florida)	15	3061	Representatives from these agencies met as necessary with the schools to coordinate services for families and children to increase student achievement.
3	M-DCPS EESAC Training for Staff	6	931	The District made training available to assist schools in effectively managing their councils (EESAC) so that parents are fully involved in the development and review of the SIP that will help to improve academic achievement.
4	Title I Administration Community Involvement Specialist Professional Development sessions	2	479	Provided support and training in understanding and implementing the No Child Left Behind Act; thus increasing academic achievement through parent involvement that are linked to improving academic achievement.

### 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	Benefits of Tutoring	30	3	Encourage parents to ensure students attend tutoring sessions by knowing the benefits involved.
2	Free Online Resources for Students	32	2	Provide parents with increased resources to help their child/dren.
3	Survival Tips for School Success	180	98	Increased student academic performance
4	The Three Rs for Parental	220	98	Increase parental capacity and knowledge of school policy/processes/rights

	Involvement			
5	At Home Strategies for Success	160	97	Increased student academic performance
6	Learning Styles and Modalities	119	73	Increase parents' knowledge of how their child/dren learn.

## 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	Building Capacity for Involvement (Parents with small children may not have babysitting at home. They may want to attend but are unable to do so.	With the District's assistance and monitoring, schools will offer a flexible number of meetings, such as meetings in the morning and evening, and may provide, with Title I funds, child care or home visits, as such services relate to parental involvement. [Section 1118 (c)(2)] as described on their schools' 2014-2015 Parent Involvement Plan and in accordance with the definition outlined in Section 9101(32), ESEA.
2	Building Capacity for Involvement (Language barrier/Absence of translators)	With the District's assistance and monitoring, schools shall ensure that information related to schools and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language that the parents can understand, as such services relate to parental involvement [Section 1118 (c)(2)] as described on their school's 2014-2015 Parent Involvement Plan and in accordance with the definition outlined in Section 9101 (32), ESEA. Also schools will be encouraged to create and disseminate to all parents the Title I Schoolwide Plan Summary which will lead to an increase in home-school communication.
3	Accessibility (Lack of accommodations for special needs)	With the District's assistance and monitoring, schools shall provide full opportunities for the participation of parents with special needs, by providing the necessary accommodations to meet the special needs of the parents participating in Title I schools, to the extent practicable and as such services relate to parental involvement [Section 1118 (c)(2)] as described on their schools' 2014-2015 Parent Involvement Plan and in accordance with the definition outlined in Section 9101 (32), ESEA. Also, schools will be encouraged to create and disseminate to all parents the Title I Schoolwide Plan Summary which will lead to an increase in home-school communication.
4	Building Capacity for Involvement (Times and/or dates of meetings/workshops did not work with my schedule)	With the District's assistance and monitoring, schools will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, child care, or home visits, as such services relate to parental involvement [Section 1118 (c)(2)] as described on their schools' 2014-2015 Parent Involvement Plan and in accordance with the definition outlined in Section 9101 (32), ESEA. Also, schools will be encouraged to create and disseminate to all parents the Title I Schoolwide Plan Summary which will lead to an increase in home-school communication.

5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		
26		
27		
28		
29		
30		
31		
32		
33		
34		

### 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
1	Evaluation/Review	The data provided in the Title I Administration Parent Monthly Report was utilized to identify the Parent Engagement Activities (PEA) and the activities supporting academic achievement conducted in schools participating in the Title I Program.
2	Technical Assistance	The Title I A-TAT scheduled school-site monitoring and support visits to review evidences of compliance with the Title I M-DCPS PIP, Title I school's PIP, school's Title I Parent Program, Title I District Program, EESAC, and parental involvement.
3		
4		



5		
6		
7		
8		
9		
10		
11		
12		