I, Dr. Maria A. Castaigne , 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 school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
* Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];
* Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)];
* Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
* Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school’s parental involvement policy [Section 1118(a)(E)];
* If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
* Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
* Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
* Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

|  |  |
| --- | --- |
| **Signature of Principal or Designee** | Date Signed |

**Mission Statement**

Parental Involvement Mission Statement (Optional)

|  |
| --- |
| **Response:** North Dade Center for Modern Languages believes that positive parent/teacher/family/community involvement is significant to student learning and increases student achievement. The mission is designed for parents to become empowered as members of the school-based planning team in order to participate in local parent groups for educational and social support programs. |

**Review Rubric:**  
Mission statements are written concisely, free of jargon, and parent-friendly and inspire stakeholders to be involved and supportive of the program. Strong mission statements include:

 Explanation of the purpose of the parental involvement program;

 Description of what will be done; and

 Description of the beliefs or value of the LEA.

**Review Status:**   
  
**Review Comments:**

**Involvement of Parents**

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

|  |
| --- |
| **Response:** North Dade Center for Modern Languages will involve parents in all areas of the Title I program. The EESAC has the responsibility for developing, implementing, and evaluating a variety of school level plans, which includes the SIP and PIP. Over 51 percent of our members of the EESAC team are parents (non-employee) representatives. Additionally, all parents are given the opportunity to review the plan and to make any revisions prior to approval. For the PIP, all parents are given surveys at the beginning of the school year to obtain their input on activities, training, and materials needed to enhance student learning for their child. Results of the parent surveys are reviewed and discussed by the EESAC to determine if modification is needed in the plan. During the EESAC meeting, when reviewing the PIP and SIP, the committee will decide, with suggestions from the parents, the utilization of funds for parental involvement. |

**Review Rubric:**  
Strong responses include:

* Identification of the group responsible for the development, implementation and evaluation of the plans;
* Description of the procedures for selecting members of the group;
* Explanation of how the input from parents will be documented; and
* Description of the process and involvement of parents in the development of required plans; and
* Information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].

**Review Status:**   
  
**Review Comments:**

**Coordination and Integration**

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

|  |  |  |
| --- | --- | --- |
| **count** | **Program** | **Coordination** |
| 1 | Individuals with Disabilities Education ACT (IDEA) | Supplemental instructional support was discussed with parents during the opening of school Title I meeting. |

**Review Rubric:**  
Strong responses include:

* Identification of the specific federal programs; and
* Description of how the programs will be coordinated.

**Review Status:**   
  
**Review Comments:**

**Annual Parent Meeting**

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school’s Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Agenda, handouts, and/or presentation materials that address the required students' needs. | Assistant Principal | September, 2014 | Copies of agendas, PowerPoint presentation and handouts. |
| 2 | Develop and disseminate invitations | Activity Liaison | September, 2014 | Flyer with date of dissemination; posting on school monthly calendar. |
| 3 | Advertise/publicize | Activity Liaison | September, 2014 | Announcement sent through Miami-Dade County Public Schools Connect Ed. |
| 4 | Develop sign-in sheets | Assistant Principal | September, 2014 | Sign-in-sheets for Title I meeting and individual classrooms meetings. |
| 5 | Maintain documentation | Assistant Principal | September, 2014 | Title I documentation box is housed in the Assistant Principal's office. Documentation will be shared with the District for Title I audits. |

**Review Rubric:**  
Strong responses include:

* Identification of specific activities or tasks;
* Identification of the person(s) responsible for completing the task;
* Reasonable and realistic timelines; and
* Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

**Review Status:**   
  
**Review Comments:**

**Flexible Parent Meetings**

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

|  |
| --- |
| **Response:** The leadership team and the entire staff of North Dade Center for Modern Languages strongly believe the importance of parental involvement and therefore have a plan in place to offer parent meetings on a flexible schedule. Our annual meeting for parents who have children attending our school will be offered twice a year; once during the beginning of the year (September, 2014) and another just before the State assessment (between March and April, 2015.) Many of the parents are employed with various work schedules (some work 8:00 a.m. until 5:00 p.m.,others may work 11:00 p.m. until 7:00 a.m. in the morning.) Therefore, the school (teachers) will schedule their meetings with the parents during their planning time, which is a flexible schedule since we have early shift (8:20 a.m. until 3:05 p.m.), and late shift (9:35 a.m. until 4:05 p.m.). We are also an extended day school (8:20 a.m. until 4:05 p.m.). Additionally, our School Counselor will offer monthly parenting classes through the Parent Academy. The Parent Resource Center will open every day from 10:00 a.m. until 3:00 p.m. for parents to pick up materials and/or meet with the school counselor. The assistant principal will work with the school counselor to create a flexible schedule to ensure that the center is open at the time convenient for parents. The Assistant Principal and the school counselor will maintain records of parent participation. The schedule may be modified to fit the needs of the parent, school, student, and community activities. |

**Review Rubric:**  
Strong responses include:

* Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and
* Specific examples of the flexible schedule offered to parents.

**Review Status:**   
  
**Review Comments:**

**Building Capacity**

Describe how the school will implement activities that will build the 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 [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child’s academic achievement [Section 1118(e)(2)].Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | New Generation Sunshine State Standards; Common Core Standards; Dissemination of materials. | Director of Curriculum and Instruction | Parents will be provided with grade specific brochures outlining and identifying the NGSSS, Common Core Standards, and strategies they can use to help their child at home. Information will also be posted on the District's website at www.dadeschools.net. | September, 2014 | Notices in monthly calendars; Assistant Principal will document the distribution. |
| 2 | Assessments and academic progress discussed during parent and teacher conferences. | Classroom Teachers | Teachers will conduct individual conferences to discuss each child's academic progress, assessment results, expectations, goals, and objectives for the school year. Information will include grade level proficiency, areas that need improvement, and strategies to use to obtain mastery through a variety of test taking methods. | August, 2014 – April, 2015 | Conference logs. |
| 3 | Small group conferences on technology and how to access the parent portal. | School Counselor | School Counselor will provide group and individual assistance to parents on how to log-in and access the Parent Portal. | Initiated during the first parent meeting and then on a as needed basis. | Sign-in sheets, attendance rosters, handouts, agendas, and presentation of documentation. |

**Review Rubric:**  
Strong responses include:

* Description of the content and type of activity including the following: o The state’s academic content standards and state student academic achievement standards, State and local assessments including alternative assessments, Parental involvement requirements of Section 1118, and How to monitor their child’s progress and work with educators to improve the achievement of their child;
* Identification of the person(s) responsible;
* Correlation to student academic achievement;
* Reasonable and realistic timelines; and
* Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task

**Review Status:**   
  
**Review Comments:**

**Staff Training**

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | A monthly calendar will be distributed to teachers to send home to parents. Parental resources to enhance student learning will be included in the calendar and are available through the District’s website. | Activities Director and school leaders will conduct training sessions. | Improve the ability of staff to work effectively with parents by providing best practices of parental involvement. | Throughout the school year | Presentation of documentation. |
| 2 | Communicating, training and working with parents through workshops and conferences that review parents' rights and responsibilities, and how to become an effective advocate for your child. | School Leaders will train the school staff and parents. | Improve the ability to empower parents to be aware of the guidelines of the New Generation Sunshine State Standards, and Common Core Standards. | August, 2014 | Presentation of documentation. |
| 3 | Communicating and working with parents: Train the Trainer. Conferences and workshops will be held to increment the use of the parent portal: an online tool to monitor your child's academic progress. | School Counselor | Improve the parents' ability to be aware and monitor their child's academic progress. | September, 2014 | Presentation of documentation. |
| 4 | Implementation and coordination of parental involvement; Train the Trainer. Conferences and workshops will be held to review the use of technology including the dangers and advantages of social media. | School Counselor and Parent liaisons | Improve the parents' ability to monitor their child's usage in technology resources. | October, 2014 | Presentation of documentation. |
| 5 | Building ties between home and school; Train the Trainer. Conferences and workshops will be held to promote reading at home and how to share the joy of reading with your child. | School Leaders and School Counselor | Improve the parents' ability to obtain an array of resources that will help their child increase student achievement. | November, 2014 | Presentation of documentation. |
| 6 | Academic sensitivity. Conferences and workshops will be held to promote a stress free atmosphere during formal/informal assessments, learn about state standardized testing, and how to help your child succeed. | School Leaders and School Counselor | Improve the parents' ability to utilize certain techniques to reduce their child's anxiety when being assessed. | February, 2015 | Presentation of documentation. |

**Review Rubric:**

 Content and type of activity including the following:Valuefollowing:

* Valuing of parental involvement,
* Communicating and working with parents,
* Implementation and coordination of parental involvement program,
* Building ties between home and school,; and
* Cultural sensitivity;

 Identification of person(s) responsible;

 Correlation to student academic achievement;

 Reasonable and realistic timelines; and

 Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task.

**Review Status:**   
  
**Review Comments:**

**Other Activities**

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

|  |
| --- |
| **Response:** North Dade Center for Modern Languages will expand and enhance the parent information center area in order to provide additional resources. In addition, the school will provide NGSSS, Common Core State Standards and State Assessments updates. |

**Review Rubric:**  
Strong responses include:

* Identification of the type of activity;
* Specific steps necessary to implement this activity;
* Person(s) responsible;
* Timeline; and
* Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

**Review Status:**   
  
**Review Comments:**

**Communication**

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

* Timely information about the Title I programs [Section 1118(c)(4)(A)];
* Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
* If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]; and
* If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents’ comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

|  |
| --- |
| **Response:** During Open House in September, 2014, North Dade Center for Modern Languages held a general meeting with parents where information was presented about the Title I programs, the curriculum, in addition to a brief description on the Pre/Post , Baseline, District Interims, and statewide assessments that will be administered during the course of the school year. Parents were presented with information about the school's mission, goals and objectives. The importance of parental involvement and student performance were also emphasized. The parents were informed about the process to schedule parent and teacher conferences to promote involvement and active participation in their child's education. After the Title I meeting was adjourned, each teacher conducted a classroom forum. During this meeting in the homeroom classrooms, the parents were offered a power point presentation that included the students' daily routine, class schedule, the calendar for yearly assessments, the areas of improvement (based on Pre-Test and Baseline results), and expectation of students' behavior in the classroom. The parents were advised regarding the importance of providing the school with specific emergency contact information on their child, and were given a copy of the parent and student handbook, which included specific information on topics like attendance and dismissal, comprehensive reading plan, cafeteria, Parent-Teacher Association (PTA). A copy of the Parent Involvement Plan (PIP) will be given to the parents by October 2014. |

**Review Rubric:**  
Strong responses include:

* Process for providing information to parents;
* Dissemination methods;
* Reasonable and realistic timelines for specific parent notifications; and
* Description of how the school will monitor that the information was provided.

**Review Status:**   
  
**Review Comments:**

**Accessibility**

Describe how the school 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 school 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:** One of North Dade Center for Modern Languages' commitments is to provide limited English parents, parents with disabilities, and parents of migrate children the proper tools of communication by sending all parent correspondence and communication in English, and Spanish. CML will provide other translation services through the region and/or District offices to accommodate other diverse language speakers. Parents with children who have other disabilities and/or special needs will be serviced to fit the need of the student. Additionally, CML will host parent meetings through The Parent Academy (TPA). The school will disseminate information to parents from a variety of sources like parent letters, flyers, Connect Ed messages, progress reports, report cards, Progress Monitoring Plan reports, STAR and FAIR reports, Reading Plus reports, interim reports, SAT reports, State Assessment results and data analysis reports based on the Standardize Assessment results. Parents and teachers also meet and/or have telephone conferences to discuss the child's academic progress, which may include the student's mastery levels and his/her needs of academic improvement. Parents are encouraged and always welcome to meet and discuss their child's performance during the course of the school year. Additional resources can be provided by the school counselor and materials may be found at the school's Parent Resource Center. |

**Review Rubric:**  
Strong responses include:

* Process the school will use for translating information into a parent’s native language;
* Description of how the school will ensure that parents with disabilities will have access to parental involvement activities and/or services;
* Description of how the school will ensure that information is available to parents considering the fluctuating student populations;
* Specific languages in which information will be provided; and
* Process the school will use to monitor that schools provide information to parents in a language they can understand, if feasible.

**Review Status:**   
  
**Review Comments:**

**Discretionary Activities**

Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **count** | **Activity** | **Description of Implementation Strategy** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** |
| 1 | Training parents to enhance the involvement of other parents [Section 1118(e)(9)]; | Train parents as school leaders. | Provide training sessions with parents to assist them in becoming effective parent leaders. | Increase the links of communication to improve student achievement. | Quarterly |

**Review Rubric:**  
Strong responses include:

* Identification of the activity which may include the following:
* Involving parents in the development of staff training, providing literacy training, paying reasonable and necessary expenses to conduct parental involvement activities, training parents to help other parents, adopting and implementing model parental involvement programs, organizing a local education agency parent advisory council, and/or developing roles for community organizations and/or business in parental involvement activities;
* Description of the implementation strategy;
* Identification of person(s) responsible;
* Correlation to student academic achievement; and
* Reasonable and realistic timelines.

**Review Status:**   
  
**Review Comments:**

**Upload Evidence of Input from Parents**

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

|  |
| --- |
| [Uploaded Document](https://app1.fldoe.org/bsa/ParentInvolvementPlan/fileUploads/135131_2014-2015_uploadEvidenceParentInput.pdf) |

**Review Rubric:**

**Review Status:**   
  
**Review Comments:**

**Upload Parent-School Compact**

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].  
  
Upload an electronic version of the Parent-School Compact.

|  |
| --- |
| [Uploaded Document](https://app1.fldoe.org/bsa/ParentInvolvementPlan/fileUploads/135131_2014-2015_uploadCompact.pdf) |

**Review Rubric:**  
School-Parent Compact must include the following components:

* Description of the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State’s student academic achievement standards;
* Identification of ways parents will be responsible for supporting their children’s learning (for example, monitoring attendance, homework completion, or television watching; volunteering in their child’s classroom; and participating as appropriate in decisions relating to the education of their children and positive use of extracurricular time); and
* Highlight the importance of communication between teachers and parents on an ongoing basis through, at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child’s achievement; Frequent reports to parents on their child’s progress; and Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities; and
* Evidence that parents were involved in the development/revisions to the compact [Section 1118(d), ESEA].

**Review Status:**   
  
**Review Comments:**

**Upload Evidence of Parent Involvement in Development of Parent-School Compact**

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].  
  
Upload evidence of parent input in the development of the compact.

|  |
| --- |
| [Uploaded Document](https://app1.fldoe.org/bsa/ParentInvolvementPlan/fileUploads/135131_2014-2015_uploadCompactEvidence.pdf) |

**Review Rubric:**

**Review Status:**   
  
**Review Comments:**

**Evaluation of the previous year's Parental Involvement Plan**

**Building Capacity Summary**

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Parent Workshop - Testing | 3 | 12 | Higher Achievement Scores |

**Review Rubric:**  
Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

**Review Status:**   
  
**Review Comments:**

**Staff Training Summary**

Provide a summary of the professional development activities provided by the school during the previous school year 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 | Technology | 1 | 20 | Incorporating techonolgy in the classroom to enhance instruction |
| 2 | Differiated Instruction | 1 | 20 | Incorporating Differiated Instruction to target individual student learning needs. |

**Review Rubric:**  
Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

**Review Status:**   
  
**Review Comments:**

**Barriers**

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the current school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

|  |  |  |
| --- | --- | --- |
| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Parents are unble to meet with the teachers for teacher conference because of job schedule. | The faculty will increase parent/teacher conference calls. |

**Review Rubric:**  
Strong responses include:

* Identification of barrier which hindered participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); and
* Description of how the LEA will use the information gathered from the evaluation to design strategies for more effective parental involvement policies described in Section 1118.

**Review Status:**   
  
**Review Comments:**

**Best Practices (Optional)**

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

|  |  |  |
| --- | --- | --- |
| **count** | **Content/Purpose** | **Description of the Activity** |
| 1 | Effective Communication | Connect ed., monthly Calendar, Emails |

**Review Rubric:**  
Activities described in this section should be correlated to student achievement and include sufficient detail that another LEA or school could use the information to develop a similar program.

**Review Status:**   
  
**Review Comments:**