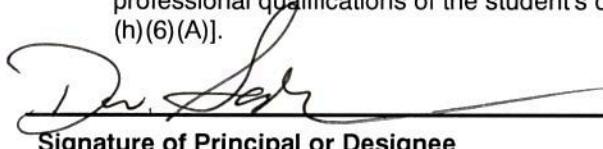


C. ROBERT MARKHAM ELEMENTARY Title I, Part A Parental Involvement Plan

I, Craig Saddler, 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

6/1/16

Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: C. Robert Markham ensures maximum student progress by implementing standards based curriculum within a safe and secure learning environment.

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 [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

Response: Parents will be invited and encouraged to become active members of the School Advisory Council (SAC). At the SAC meetings parents will be provided information regarding the school's Title I allocation (inclusive of professional development and parent involvement allotments). Parents will be encouraged to provide input in the development and decision-making process of all Title I activities related to the school. An annual evaluation will be conducted using surveys completed by parents, staff, and students. The results will be analyzed to evaluate the effectiveness of the school's parent involvement program.

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	Understanding the RtI Process	Highlight current information to parents on changes in Special Education involving the Response to Intervention RtI process.
2	Introduction to Web-Based Resources	Current available resources in BEEP and Virtual Counselor will be presented at a series of monthly parent trainings
3	Anti-Bullying Workshop	Present district-approved resources at a monthly parent training.
4	Florida Standards	Deepen parents' knowledge of the Florida Standards and 21st Century Learning.

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	Public Meeting Flyer Notification	Title 1 Liaison	Third Week of August	Parent sign-in sheets
2	Announcement (marquee and Parent Link)	Head Custodian and Office Manager	By the first week of September	Parent sign-in sheets
3	Develop Meeting Agenda	Assistant Principal and Title 1 Liaison	By the second week of September	Agenda/parent sign in sheets
4	Develop Program -DA Status	Assistant Principal and Title 1 Liaison	By the second week of September	Staff evaluation
5	Annual Public Title 1 Meeting	Principal/ Assistant Principal Title 1 Liaison	Beginning of the school year (before the end of Se	Parent evaluation/Sign-in sheets
6	Information Center	Title 1 Liaison	By the third week of August	Parent sign-in sheets
7	Parent Representatives	Title 1 Liaison	By the second week of September	Volunteer notifications

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: C. Robert Markham Elementary School will schedule meetings to be held at various times during the morning, afternoon, and evenings to better accommodate parents. Our school will hold an orientation for all parents and stakeholders to inform them about the school's participation in the Title I program. They will be encouraged to actively participate with reviewing and revising of the School's SIP and Parent Involvement Plan. Teachers will hold conferences individually with parents of children in their classrooms. Parents will be given a summary of the students test scores and an explanation of the interventions that teachers are using to assist the child in reaching achievement goals. Parents will be asked to engage in discussion of how they can support these efforts. Parents will also be given suggestions for coordinating school parent-efforts and explanations of homework and grading procedures. The school will offer parents workshops each month to provide an explanation of statewide assessment systems, standards, and other accountability measures. Also, the school will host several academic literacy trainings where childcare will be provided. Parents will also have access to information from 3pm-6pm via the notices, flyers and announcements board in the YMCA reception area.

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	Curriculum and Instruction Parent Meeting Standards & Assessment	Administration, Curriculum Coaches, Team Leaders	Parents will be trained on current standards and be provided with specific brochures and handouts outlining NGSSS and CCSS strategies they can use at home. Parents will be trained on current standards and be provided with specific brochures and handouts outlining NGSSS and CCSS strategies they can use at home.	October	Parent Evaluation Forms, Sign-in Sheets

2	Parent Conferencing Strategies, Small group mock conferences	Team Leaders, Classroom Teachers	During conferences, parents will be provided with instructional strategies, web links and other valuable resources	Ongoing	Parent Evaluation Forms, Sign-in Sheets
3	Hands-on Activities: Reading Strategies Parent Training	Title 1 Liaison, Team Leaders, Classroom Teachers	Mini-lessons will facilitate school-home connection for learning	December	Parent Evaluation Forms, Sign-in Sheets
4	Hands-on Activities: Writing At-Home Parent Training	Title 1 Liaison, Team Leaders, Classroom Teachers	Mini-lessons will facilitate school-home connection for learning	January	Parent Evaluation Forms, Sign-in Sheets
5	Hands-on Math: Strategies Parent Training	Title 1 Liaison, Team Leaders, Classroom Teachers	Mini-lessons will facilitate school-home connection for learning	February	Parent Evaluation Forms, Sign-in Sheets
6	Hands-on Activities Science At-Home Parent Training	Title 1 Liaison, Team Leaders, Classroom Teachers	Mini-lessons will facilitate school-home connection for learning	March	Parent Evaluation Forms, Sign-in Sheets
7	State and Local Resources for Broward County Parents	Title 1 Liaison	Parents will obtain resources to assist in promoting literacy in the home	April	Parent Evaluation Forms, Sign-in Sheets

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
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1	Strategies to Increase Parental Involvement	Title I Liaison /Administration	Best practices in increasing parental involvement, which will ultimately increase student achievement	September 2016	Staff feedback evaluation survey
2	Utilizing Web-based Resources for Parental Support	Title I Liaison/Content Area Coaches	Faculty members will provide parents with Web-based resources to assist students academically and emotionally.	November 2016	Staff feedback evaluation survey
3	Bilingual Parent Outreach	Title I Liaison/ESOL Coordinator	Faculty members will ensure that bilingual parents are equipped with the necessary tools to assist their child with home learning activities.	February 2017	Staff feedback evaluation survey

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: Other activities to be conducted at C. Robert Markham Elementary to promote parent participation are as follows: Fall Family Read-In Night, Common Core Standards, and Generation Next Sunshine State Standards: Parent Edition, Mega Skills Workshops, School-based Title 1 Parent Resource Information and Materials Center, Florida Parental Information Resource Center Meeting, Title 1 Mobile Unit, and library card registration drive.

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: C. Robert Markham Elementary will provide information about Title 1 programs in a timely manner, using various methods of communication: newsletter, take home-flyers, website, parent link voice messages, and school's marquee. Information about Title 1 Programs, Standard Curriculum Academic Programs, Florida State Standards, Common Assessments, Grade Level Expectations (GLE's), and forms of academic assessment will be shared with parents during Open House and Title 1 Parent Trainings throughout the 2015-2016 school year. As well as during parent conferences, and at any time a parent requests such information. During Open House, classroom teachers will explain and discuss the school's curriculum, the Florida Standards, Assessments, GLE's and all types of assessments (formal, and informal) used to measure student progress. The school administrators will explain Title 1 programs and opportunities at the Title 1 Annual Public Meeting. Parents will be given the opportunity to ask questions to help in their understanding of all items discussed at the annual Title 1 Annual Public Meeting. Parents who qualify will be notified of Extended Learning Opportunity options during Open House. Florida Standards Assessment data will be shared through the school newsletter, parent link voice message, and website.

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: School related information is disseminated in English, Spanish, and Creole languages to parents in the form of written and oral communications. Staff translators are available for school-wide meetings and parent/teacher conferences to encourage parent participation. A Title I parent information letter will be included in the first week packet for students. The letter will outline various ways for parents to access digital and print copies of the School Improvement Plan, School Parent Involvement Plan, District Parent Involvement Plan, Parental Information and Resource Center, School Public Accountability Report, and Principal Attestation Letter. Following the first week of school, parents of incoming students will receive a copy of the letter in their registration packet. Hard copies will be available in the Title I Kiosk in the front office.

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:
☒ Not Applicable

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](#)

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](#)

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](#)

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
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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	NESS	4	10	New teachers were provided with various training sessions that gave them strategies as well as skills to communicate effectively with parents.
2	Monthly Team Leader Meetings	9	12	Teachers equipped parents with resources and strategies they could use at home to support learning.

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 upcoming 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
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1	Limited English Proficiency with Spanish and Haitian-Creole parents	To have translators at meeting so effective communication can take place between parents and school.
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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 school 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
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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: