

BROWNING-PEARCE ELEM. SCHOOL Title I, Part A Parental Involvement Plan

I, Katie Morrison, 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 school wide 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: Browning Pearce Elementary School will work to empower the parents and guardians of our students to actively participate in and support their child's or children's education.

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: Browning Pearce Elementary will involve parents in the planning, review, and improvement of Title I programs by scheduling regularly occurring parent input meetings. These meetings will be scheduled at least two weeks in advance. Reminders will be printed in the monthly school newsletter, calendar, and bulletin out front of school. We will also send one-week reminders home with students in order to elicit as much participation as possible. The Connect Five system will also be utilized. All parent meetings will be documented by agenda, minutes, and sign-in sheets. Every parent will be invited to attend by the call system, newsletters, and flyers.

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	Title I	Title I Parent Involvement funds are used to provide school readiness information to incoming kindergarten students.
2	TitleX	The district utilizes TitleX (McKinney -Vento Act) to support students that are considered "homeless" as well as their families.
3	VPK	The school offers two VPK classrooms that function the entire school day with the remainder of the day being subsidized for parents.
4	Title III	Eligible students entering Browning Pearce Elementary are serviced through Title III (Migrant)

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 (school wide 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	Important dates Flyer	K. Morrison/W. Dale	September 01, 2015	Participation and attendance
2	Blackboard Connect	C. Metzger	Monthly	Participation and attendance
3	Annual Title I Meeting. Parents were educated in rights, school choice, Title 1 programs.	K Morrison/W. Dale	September 2015	Sign-In Sheet
4	Annual Title I Meeting. Parents will again be given information of being a Title1 school, AYP, etc.	K. Morrison/W. Dale	March 2016	Sign-In Sheet

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: For each Title I parent meeting, Browning Pearce will send home an invitation written in advance and also a second reminder. We will also schedule meetings at various times of day throughout the year to allow as many parents as possible the opportunity to attend. For evening meetings, we will strive to provide child care for children ages 0-5 years old. We will also work to provide transportation for parents in regards to individual student meetings.

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	Open House: This meeting will take place at 5:30. We will discuss the new curriculum, academic standards, and state achievement levels.	K. Morrison/W. Dale	As home/school communication increases the continuity of support increases thus increasing student achievement outcomes.	September 03, 2015	Increased test scores
2	Parent Conferences: Parents will schedule meetings during the school year to discuss their child's academic progress, systems of support, and best ways to communicate with teachers.	K. Morrison/W. Dale	As home/school communication increases the continuity of support increases thus increasing student achievement outcomes.	2015-16 School Year	Informed parents of increased test scores
3	Bingo for Books	S Reed	Increased availability of reading materials in the home	Spring 2016	increased reading engagement
4	Math Night	B Taylor	parent support of math homework	September 24, 2015	increased math scores
5	Fall Festival: Although this festival is for entertainment, the school will be building relationships with parents and community members. This is a great time to interact and communicate on a social level. Creating family and community bonds is a great asset for BPES.	S Reed	family involvement	October 22, 2015	higher percentage of parents in attendance

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	Communicating Assessments to Parents. The school based lead team will educate staff on building relationships with parents, improve rapport with parents, to initiate positive phone calls home, write in folders, and recommend conferences when needed.	K. Morrison/W. Dale/M. Wilds	Increased parent knowledge and increased student scores	September 2015 & March 2016	Increased assessment scores
2	Strategies for Parent Communication. During PLC's the staff will be trained to be culturally sensitive and understand the backgrounds of a diverse community. We will continue to follow up on positive communication with parents; phone call, conferences, emails, writing in folders, etc.	K. Morrison/W. Dale/M. Wilds	Increased Parent Involvement and Participation	School Year 2015-2016	Increased Teacher/Parent Communication

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: During September 2015 Browning Pearce will host a Math Night that include parents rotating to classrooms to play math games with their children. Teachers will also show parents new strategies that will help their children at home. Parents will also take home the games that are played in class. This was a great success last year. Numerous parents asked that we do this every year. During the second semester a family Science Night is planned for parents to introduce experiments that can be done in the home to support the Science curriculum in the classroom.

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 school wide 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: Title I Bifold distributed first week of school. Title 1 parent survey provides parents opportunities to comment on the plan and share additional ideas. Skyward and Blackboard Connect will also be used to communicate with parents. Browning Pearce Elementary creates a monthly newsletter that highlights the academic programs currently used at school. This newsletter will also announce upcoming meetings and parent workshops. Each quarter parents will be provided with an explanation of their students current assessment data and reading placement and encouraged to set up a parent/teacher conference to review that data. In addition, the school web site is current and easily accessible. BPES has also introduced a phone app called Remind 101. This is a one way communication tool that teachers use to remind parents of upcoming events and other activities.

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: District provides translations for all pertinent documents. Migrant office provides liaisons to advocate for students and parents. BPES is wheelchair accessible for families with disabilities. In order to elicit as much parental participation as possible, Browning Pearce Elementary will send home Spanish and English versions of flyers and invitations for Parent Involvement meetings. The school will also utilize the Blackboard Connect system to send out telephonic reminders and announcements. Finally, Browning Pearce will use the school website to post upcoming events and keep an updated calendar of events.

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

count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
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Upload Evidence of Input from Parents

Upload evidence of parent input in the development of the plan.
[Uploaded Document](#)

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](#)

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](#)

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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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
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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
1	Lower income/economically disadvantaged parents cannot attend school functions.	School will make home visits and provide transportation when possible/carpool/school bus
2	ELL parents had difficult time communicating with staff.	Ask for district translator at meetings/ask for bilingual volunteers, recruit and hire bilingual staff

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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100 Bear Blvd.
San Mateo FL 32187
(386) 329-0557
(386) 329-0632 Fax

Browning Pearce Elementary School



Katie Morrison
Principal
Willie Dale
Assistant Principal

As a student I pledge to:

- Always do my best in my work and behavior,
- Work cooperatively with my classmates.
- Show respect to myself, my school, and other people.
- Obey the school and bus rules.
- Come to school prepared to learn.
- Attend school every day unless I am sick.
- Ask my teacher questions when I don't understand something.
- Believe that I can and will learn.
- Do homework and read for 20 minutes each night.

Student's signature _____

As a parent/guardian I pledge to:

- See that my child attends school regularly and on time.
- Set a time and place for my child's reading and homework that is free of interruptions.
- Read at least 20 minutes daily with my child and encourage completion of all assignments.
- Support the school in developing positive behaviors.
- Provide an example by resolving conflicts in positive non-violent ways.
- Talk with my child daily about his/her school activities.
- Actively participate by attending parent conferences, parent workshops, parent teacher organization (PTO) meetings, and or becoming a parent volunteer.

Parent's signature _____

As a teacher I pledge to:

- Show respect for each child and his/her family.
- Provide an environment conducive to learning.
- Help each child to grow to his/her full potential.
- Enforce school and classroom rules fairly and consistently.
- Communicate on a regular basis with parents and students.
- Provide frequent reports to parents on a child's progress.
- Demonstrate professional behavior and positive attitude.
- Seek ways to involve parents in school activities.
- Provide opportunities for parents/guardians to volunteer and observe classroom activities.

Teacher's signature _____

Como estudiante yo me comprometo a:

- Siempre hacer lo mejor en mi trabajo y comportamiento.
- Trabajar en cooperación con mis compañeros.
- Respetarme a mí mismo, a mi escuela y a otras personas.
- Obedecer las normas de la escuela y el autobús.
- Venir a la escuela preparado para aprender.
- Atender diariamente a la escuela a menos que este enfermo.
- Preguntar a mis maestros cuando no entiendo algo.
- Creer que puedo aprender y que lo hare.
- Hacer mi tarea y leer 20 minutos cada noche.

Firma del estudiante _____

Como padre/guardian yo me comprometo a:

- Asegurarme que mi hijo atienda regularmente a tiempo ala escuela por el total de las horas.
- Establecer el tiempo y lugar para que mi hijo haga las tareas sin interrupciones.
- Leer por 10 minutos diarios con mi hijo y animarle a completar sus tareas.
- Apoyar ala escuela en el desarrollo de un comportamiento positivo.
- Dar el ejemplo resolviendo conflictos positivamente sin violencia.
- Hablar diariamente con mi hijo acerca de sus actividades escolares.
- Participar activamente atendiendo a las reuniones, conferencias, talleres para padres, reuniones para padres y maestros (PTO), y/o siendo voluntario.

Firma del padre _____

Como maestro yo me comprometo a:

- Respetar a cada alumno y su familia.
- Brindar un ambiente conductivo al aprendizaje.
- Reforzar imparcial y consistentemente las normas del salón de clases y la escuela.
- Comunicarme regularmente con los padres y los estudiantes.
- Brindar a los padres frecuentes reports del progreso de los nines.
- Demostrar comportamiento profesional y actitud positiva.
- Proveer oportunidades a los padres/guardianes para ser voluntarios y observar las actividades en los salones de clases.
- Buscar las maneras de envolver a los padres en las actividades de la escuela.

Firma del maestro _____

Browning Pearce Elementary School

100 Bear Blvd.
San Mateo, FL 32187
386.329.0557

Browning Pearce Elementary would like you to review the 2014-2015 School-Parent Compact and offer ideas and/or suggestions that may help improve the 2015-2016 School-Parent Compact to better serve Browning Pearce Elementary, parents, and students according to Compliance Item KIA-6.

PARENT

STUDENT

Christen Campbell

James + Brandon Schiffbauer

Nancy Bozeman

Liliana Bozeman

Jessica Bozeman

Shianna Bozeman

Fran Alford

HUNTER ALFORD

Sonya Carter

Deashia McCray

Danielle Reilly

Nina Rojas + Robert Deane
