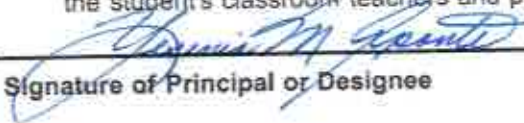


BUNCHE PARK ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

, Yesenia M. Aponte , 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

10-9-2015
Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)
Response:

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: Bunche Park Elementary believes in involving parents in all aspects of its Title I programs. Parents will be involved through regularly scheduled EESAC meetings throughout the school year. These meetings will provide parents the opportunity to become involved in the planning and implementation of the school's Title I program. Additionally, parents were invited to the school's Annual Title I Annual Parent Meeting on September 9, 2015. At this meeting, parents learned about the school's involvement with Title I. The school reviewed the following with parents:

MDCPS Parent Academy Florida Kid Care, Information on the Florida State Standards & Florida Standards Assessment (FSA,)2014 i-Ready assessment scores , Becoming a School Volunteer, How to Make Teacher-Parent Work for your child, Title I: What You Need to Know, and ways to become involved at Bunche Park Elementary School. Additionally, parent conferences are held throughout the year. During these conference, teachers and staff share the Title Parent Compact and make any changes as necessary. Furthermore, throughout the school years various Parent Workshops are held on different Title I program offered at the school.

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 | Helping your Child Improve Academic Achievement | Provide parents with resource to assist their child reach their academic achievement. |
| 2 | Title I | Provide parents with an overview of Title I and monthly parental workshops that addresses student performance, grade level expectations and FSA. |
| 3 | Parent Academy | Schedule Parent Academy sessions for parents to attend in the morning and/or evening on a variety of topics |
| 4 | Special Education | Schedule a Parent Academy session that addresses the topic and involve parents in the Individualized Education Plan |
| 5 | Head Start | Schedule Monthly HeadStart Parent meetings to provide information and trainings. |

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 | Invitation to the Annual Bunche Park Elementary Title I Meeting | Katina Rogers, CIS | August 31, 2015 and September 8, 2015 | Increase in parent attendance when compared to the 09-10 school year Annual Meeting |
| 2 | Annual Meeting | Mrs. Yesenia Aponte, Principal | September 9, 2015 | Increase in the number of Parental Surveys completed when compared to the 09-10 |
| 3 | HeadStart | Ms. Collins, HeadStart Community Liaison | September 9, 2015 | Establish 2015-2016 Parent Committee Organizational Meeting |
| 4 | Develop Sign-in sheets | Katina Rogers, CIS | September 9, 2015 | Sign-in sheets for meeting and individual classrooms. |
| 5 | Written Parent Communication | Katina Rogers, CIS and Marie Dugas, Assistant Principal | Monthly | Copy of written communication |
| 6 | Parent Newsletter | Katina Rogers, CIS and Marie Dugas, Assistant Principal | Quarterly | Copy of newsletter |
| 7 | Maintain documentation | Katina Rogers, CIS and Marie Dugas, Assistant Principal | September-May | Title I documentation box housed in Principal's office |
| 8 | SAC Meetings | Yesenia M. Aponte, Principal | August-May | Agenda & Minutes |

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: Bunche Park Elementary School has a strong belief in the importance of parental involvement. Bunche Park has planned parent workshops that will focus on Florida Standards/FSA Assessment, I-Ready, Digital Convergence, How to Help their Children at Home, Science Projects. Additionally, Make and Take sessions for parents will be offered throughout the school year, in order to assist parents with activities to use with their children. These workshops/sessions will be scheduled either in the morning (before school begins), after school (after dismissal) and evenings. Child care will be provided for monthly parent workshops. Home visits will be conducted by the Community Involvement Specialist as needed.

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 | Kindergarten Round Up | Ms. Johnson, Kindergarten Teacher | Provide information to parents on expectations and how parents can help their children. | September 24, 2015 | Increase in percentage of mastery on Phonics Inventory test |
| 2 | ThinkCentral Math | Ms. Fortich, First Grade Teacher | Provide information to parents on how parents can help their children. | October 14, 2015 | Increase the number of students achieving a high percentile on the Sat-10. |
| 3 | Understanding the Science Fair Process | Ms. Barona, Science Teacher and Ms. Dugas, Assistant Principal | Provide parents information on the science fair excpations and how they may provide assistance | October 14, 2015 | Increase the number of studnets participating in the science fair |
| 4 | Establishing a Great Relationship with Your Child's School and Teachers | Yesenia Aponte, Principal | Provide information to parents on how to be more involved with the school | October 22, 2015 | Increase parental involvement |
| 5 | Monster Math Bash | Ms. Wylie, Kindergarten Teacher | Provide parents the opporunity to help their children with math facts. | November, 12 2015 | Increase performance in math monthly assessments |
| 6 | 3rd Grade: Things to Know About the FSA Reading | Yesenia Aponte, Principal and K. Negron, Reading Teacher | Provide information to parents on third grade expectations and how they can help their children and share information with parents on their child's current level and develop a plan to reach their goals. | November 18, 2015 | Increase performance in monthly assessments and in FSA Assessment |
| 7 | 3rd Grade: Things to Know About the FSA Reading | Yesenia Aponte, Principal and K. Negron, Reading Teacher | Provide information to parents on third grade expectations and how they can help their children and share information with parents on their child's current level and develop a plan to reach their goals. | November 21, 2015 | ercentage of students participating in FSA tutorials afterschool hours or on Saturdays |
| | All About the | Yesenia Aponte, Principal and K. | Provide parents information on the FSA | December | Increasing the number of students achieving 70 percent or above on |

| | | | | | |
|----|-------------------------------|---|--|-------------------|---|
| 8. | FSA Writing & Reading | Negron, Reading Teache | excpations and how they may provide assistance | 9, 2015 | monthly assessments and proficiency level on FSA Assessment |
| 9 | Make & Take | M. Barona, Science Teacher and M. Dugas, Assistant Principal | Provide parents information on how they may provide assistance | December 17, 2015 | Increase performance on assessments |
| 10 | FSA Math & Science | Ms. Ortega, Math Teacher, Ms. Barona, Science Teacher and Ms. Dugas, AP | Provide information to parents on third grade expectations and how they can help their children and share information with parents on their child's current level and develop a plan to reach their goals. | January 20, 2016 | Increase performance in monthly assessments. |
| 11 | Resource Fair | Ms. Johnson & Ms. Wylie, Kindergarten Teacher | Provide parents information on pre-reading skills required to be a successful reader | January 21, 2016 | Increase the number of succesful readers |
| 12 | Family Math Night | Ms. Ortega, Ms. Main, & Ms. Wylie | Provide parents information on Math skills required to be a successful | February 10, 2016 | Increase Math skills and monthly Assessment scores |
| 13 | Understanding the SAT-10 | Ms. Johnson, Ms. Figueredo, Ms. Tarpley | Provide information to parents on SAT-10 | March 2, 2016 | Increase performance of students on the SAT-10 |
| 14 | Drop Everything and Read | Ms. Metro, VPK Teacher, and Ms. Faison, Headstart Teacher | Provide parents information on pre-reading skills required to be a successful reader | April 21, 2016 | Increase the number of succesful readers |
| 15 | Make & Take Day 2 | Ms. Johnson & Ms. Wylie, Kindergarten Teacher | Provide parents information on how they may provide assistance | May 19, 2016 | Increase performance on assessments |
| 16 | Summer Reading Activities Kit | Ms. Aponte, Principal, and Ms. Rogers, CIS | Provide parents information on pre-reading skills required to be a successful reader | June 2, 2016 | Increase the number of students reading during the Summer |

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 | Tips for Effective Parent Conferences | Katina Rogers, CIS | Improve the ability of staff to work effectively with parents | January 2016 | Increase in Parental Involvement as evidenced by volunteer log |
| 2 | Tips for effective use of technology | Yesenia Aponte, Principal | Improve the ability of staff to intergrate technology during instruction | December 2015 | Increase in student's use of technology |
| 3 | Reflective Practitioners | Yesenia Aponte, Principal | Improve the ability of staff to increase students achievement. | October 2015-June 2016 | Increase in Student Proficiency Levels |
| 4 | Progress Monitoring Students' Data | Kimberly Negron and Maria Ortega, Instructional Liaisons | Improve the ability of staff to progress monitor students' academic performance | October 2015 | Increase in Student Proficiency Levels |

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: Bunche Park Elementary will host monthly parent workshops and Head Start parent meetings. The parent meetings provide parents an opportunity to discuss a variety of topics, connect with staff, browse and borrow resources from the Parent Resource Center. Additionally, throughout the school year, Bunche Park Elementary will host a Dads and Moms breakfast to encourage all members of the family to play an active role in their child's education.

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: • Timely information about Title I will be shared through HeadStart Parent Meetings, ESSAC meetings, flyers, Connect Ed messages and the school's quarterly parent newsletter.

• The parent-school compact was shared, discussed and distributed at the Annual Title I Parent Meeting, September 9, 2015.

• The description and explanation of the curriculum, the Florida Standards, and I-Ready assessments were shared with parents at the Annual Title I Parent Meeting and Open House. It also shared at every parent conference and Parent Workshop.

• The Community Involvement Specialist and administrators will schedule monthly meetings that will provide parents the opportunity to formulate suggestions.

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: Part of our commitment at Bunche Park Elementary School includes providing full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. All forms of parent communication send home will be in the student's native language, including other languages. School and district personnel will be available to translate, if necessary. Ed-Connect phone blasts will also be sent according to the students' native language. Teachers will conference with students who have Progress Monitoring Plans and contact parents regarding strategies either in person or over the phone. Parents will be encouraged to discuss their child's performance with the teacher any time during the school year.

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 | 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)]; and | Parental Workshop that solely focus on literacy | Kimberly Negrón, Reading Teacher | Provide information to parents on how to help their children with reading. | September 2015-May 2016 |
| 2 | 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)]; | Schedule meetings at different times (morning and/or evening)- CIS conducts home visits to discuss academic or attendance concerns with parents if they are not able to come to the school | Katrine Rogers, CIS | Provide information to parents on how to help their children. | September 2015 - May 2016 |
| 3 | Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)]. | Solicit assistance from faith based organizations for school uniforms and food baskets. | Katrina Rogers, CIS | Provide information to parents on how parents can help their children. | September 2015-May 2016 |

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 |
|-------|--|----------------------|------------------------|--|
| 1 | Parent Workshop-1th Grade Math-ThinkCentral | 1 | 4 | Increase proficiency on SAT-10 Assessment in K-2nd Grade |
| 2 | Parent Workshop- 4th & 5th Understanding the Florida Standards Assessment | 1 | 0 | Increase mastery on the FSA Writing |
| 3 | Parent Workshop- Third Grade -How to help your child getting ready for the FSA | 1 | 4 | Increase mastery on the 3rd Grade FSA Reading & Math Assessment |
| 4 | Parent Workshop- Science Fair Parent Night | 1 | 17 | Increase science fair enteries |
| 5 | Parent Workshop-How to Help your Child Succeed in Kindergarten | 1 | 4 | Increase in completed home learning assignments |
| 6 | Annual Parent Meeting | 1 | 114 | Increase in parental invovlement |
| 7 | Parent Workshop-4th & 5th Grade MAFS Family Night | 1 | 16 | Increase mastery on 4th & 5th Grade FSA Math Reading and Math Assessment |
| 8 | Meet and Greet | 1 | 30 | Increase parental involvement |
| 9 | Parent Worshop-Grade K-Monster Math Bash | 1 | 3 | Increase mastery in SAT-10 Assessment |

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 | Digital Learning Day | 1 | 22 | Technology will be used during daily instructions. |

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 | Time Conflict | Provide parental activities at different times of the day. |
| 2 | Parental Interest | Include topics that parents are interested in. |
| 3 | Limited Literacy Skills | Provide parent workshop by selected teachers on how they can help their child at home too |

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 |
|-------|-----------------|-----------------------------|
|-------|-----------------|-----------------------------|