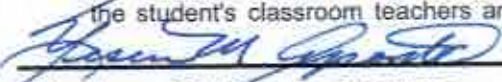


BUNCHE PARK ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, 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

10/27/2016
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 14, 2016. 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, 2016 and September 8, 2016	Increase in parent attendance when compared to the 15-16 school year Annual Meeting
2	Annual Meeting	Mrs. Yesenia Aponte, Principal	September 14, 2016	Increase in the number of Parental Surveys completed when compared to the 15-16
3	HeadStart	Ms. Collins, HeadStart Community Liasion	September 14, 2016	Establish 2016-2017 Parent Committee Organizational Meeting
4	Develop Sign-in sheets	Katina Rogers, CIS	September 14, 2016	Sign-in sheets for meeting and individual classrooms.
5	Written Parent Communication	Katina Rogers, CIS and Meisha Griffith, Assistant Principal	Monthly	Copy of written communication
6	Parent Newsletter	Katina Rogers, CIS and Meisha Griffith, Assistant Principal	Quarterly	Copy of newsletter
7	Maintain documentation	Katina Rogers, CIS and Meisha Griffith, 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	Grandparents' Day Celebration	Yesenia Aponte, Principal	Celebration honoring grandparents of students	September 16, 2016	Sign-in sheets with the total number of
2	Dad's Take Your Child to School/Doughnuts for dads Program	Yesenia Aponte, Principal	Dads come to school with the child to see the morning routine and be celebrated by staff and students and participated in a program.	September 28, 2016	Increase the number of students achieving a high percentile on the Sat-10.
3	Lowest 35% Parent Meeting	Yesenia Aponte, Principal	Provide parents information on the mentoring program that the Leadership Team will be implementing for these students.	October 6, 2016	Build student self esteem, improve behavior and increase performance on monthly assessments and on FSA Assessment
4	Understanding the Scientific Process/Experiments	Ms. Barona, Science Teacher and Ms. Griffith, Assistant Principal	Explain the scientific process and steps to complete Science projects	October 13, 2016	Increase student participation in the Science Fair. Students will follow the Scientific Process to complete projects. Students and parents will develop a greater understanding of the
5	Introduction to Iready	Yesenia Aponte, Principal	Provide parents with information on Iready usage in and out of school and the program highlights.	November, 2, 2016	Increase performance on daily lessons and progress monitoring.

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.	December 14, 2016	Increase the percentage of students participating in FSA tutorials afterschool hours or on Saturdays
7	All About the FSA Writing & Reading	Yesenia Aponte, Principal and K. Negron, Reading Teacher	Provide parents information on the FSA exceptions and how they may provide assistance	January 18, 2016	Increase student scores on the FSA Writing Assessment
8	Buddy Bags	Ms. Jonhson, Kindergarten Teacher	Provide information to parents on kindergarten 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.	December 20, 2016	Increase performance on assessments
9	Magnificient Math	Ms. Johnson & Ms. Velazques, Kindergarten Teacher	Provide parents information on math skills required to be successful in mathematics.	January 12, 2017	Increase the number of succesful mathematics students.
10	FSA Math & Science	Ms. Ortega, Math Teacher, Ms. Barona, Science Teacher and Ms. Griffith, AP	Provide information to parents on third-fifth 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.	February 8, 2017	Increase performance on monthly assessments.
11	Story Teller	Ms. Johnson and Ms. Velazquez, Kindergarten teachers	Provide parents with information for them to help their child be successful readers.	February 22, 2017	Increase performance of students on the SAT-10
12	Family Math Night	Ms. Ortega, Math Transformational Coach	Provide parents information on Math skills required to be successful	March 8, 2017	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 15, 2017	Increase performance of students on the SAT-10
14	Make and Take	Ms. Johnson and Ms. Velazquez, Kindergarten teachers	Provide parents with information for them to help their child be successful readers	April 5, 2017	Increase performance of students on the SAT-10
15	Reading Pajama Jam	Ms. Negron, Reading Transformation Coach	Provide parents and students the opportunity to read for fun.	April 26, 2017	Sign-in sheets with the total number of participants
16	Jumpstart to Kindergarten	Ms. Johnson and Ms. Velazquez, Kindergarten teachers	Provide parents with information for them to help their child be successful as they enter kindergarten	May 16, 2017	Increase performance of students on the SAT-10

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	Implementing Effective Instructional Framework	Yesenia Aponte, Principal	Improve the ability of staff to effectively involve each part of the Instructional Framework	August 18, 2016	Increase in Parental Involvement as evidenced by volunteer log
2	Integrating technology at Bunche Park Elem.	Yesenia Aponte,Principal and Ms. Fortich, 3rd Grade Teacher	Improve the ability of staff to intergrate technology during instruction	August 30, 2016	Increase in student's use of technology
3	Unwrapping LAFS Standards, Cloze Read and SPADE Strategy for 2nd -5th grade teachers	Kimberly Negron, Reading Transformation Coach and Reading Curriculum Support Specialist	Improve the ability of staff to increase students achievement.	September 2016	Increase in Student Proficiency Levels
4	Reading E-Assessment	Kimberly Negron, Reading Transformation Coach	Improve the ability of staff to increase students achievement.	September 2016	Increase in Student Proficiency Levels
5	Unwrapping LAFS Standards, Cloze Read and SPADE Strategy for K & 1 grade teachers	Kimberly Negron, Reading Transformation Coach and Reading Curriculum Support Specialist	Improve the ability of staff to increase students achievement.	October 5, 2016	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 quartely parent newsletter.

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

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 sent 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 Negron, Reading Teacher	Provide information to parents on how to help their children with reading.	September 2016-May 2017
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	Katine Rogers, CIS	Provide information to parents on how to help their children.	September 2016 - May 2017

Developing appropriate roles for community-based

Solicit assistance from faith

Provide information to

3	organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	based organizations for school uniforms and food baskets.	Katina Rogers, CIS	September parents on how parents can help their children.	2016-May 2017
---	--	---	--------------------	---	---------------

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	TITLE 1 PARENT MEETING	1	114	INCREASE AWARENESS OF THE OPERATION OF A TITLE 1 SHOOOL
2	OPEN HOUSE	1	155	PARENTS RECEIVED AN OVERVIEW OF DISTRICT AND SCHOOL LEVEL EXPECTATIONS
3	DAD'S TAKE YOUR CHILDREN TO SCHOOL DAY AND PROGRAM	1	56	DADS WERE AFFORDED THE OPPORTUNITY TO BRING THEIR CHILD TO WORK AND BE SALUTED AT A PROGRAM. ADDITIONALLY THEY WERE NOTIFIED HOW IMPORTANT THEIR INVOLVEMENT IN THEIR CHILD'S EDUCATION IS..

4	SCIENCE NIGHT	1	16.	PARENTS AND STUDENTS RECEIVED A GREATER UNDERSTANDING OF THE SCIENCE PROCESS AND HOW TO COMPLETE A SCIENCE PROJECT
---	---------------	---	-----	--

5	THINKCENTRAL PARENT WORKSHOP	1	8	PARENTS RECEIVED A GREATER UNDERSTANDING OF HOW TO NAVIGATE THE THINKCENTRAL WEBSITE AND LEARNED ABOUT THE WEBSITE.
6	9 WEEK AWARDS ASSEMBLY	1	43	STUDENTS WERE CELEBRATED FOR THEIR ACCOMPLISHMENTS AND ENCOURAGED TO PROGRESS.
7	THIRD GRADE PARENT MEETING	1	3	PARENTS WERE PROVIDED WITH AN OVERVIEW OF THE CURRICULUM AND RECEIVED STRATEGIES TO ASSIST THEM WITH HELPING THEIR CHILDREN
8	HOLIDAY SPECTACULAR	1	119	STUDENTS SHOWCASED THEIR NATURAL TALENTS.
9	FOURTH & FIFTH GRADE PARENT MEETING	1	7	INCREASE MASTERY ON FSA ASSESSMENT
10	BLACK HISTORY PROGRAM	1	112	STUDENTS LEARNED ABOUT AND CELEBRATED THE ACCOMPLISHMENTS OF AFRICAN AMERICANS.
11	9 WEEK AWARDS ASSEMBLY	1	21	STUDENTS WERE CELEBRATED FOR THEIR ACCOMPLISHMENTS AND ENCOURAGED TO PROGRESS.
12	MATH NIGHT	1	14	INCREASE MASTERY ON FSA 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	INTEGRATING TECHNOLOGY DURING INSTRUCTION AT BUNCHE PARK ELEM.	1	50	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
-------	-----------------	-----------------------------