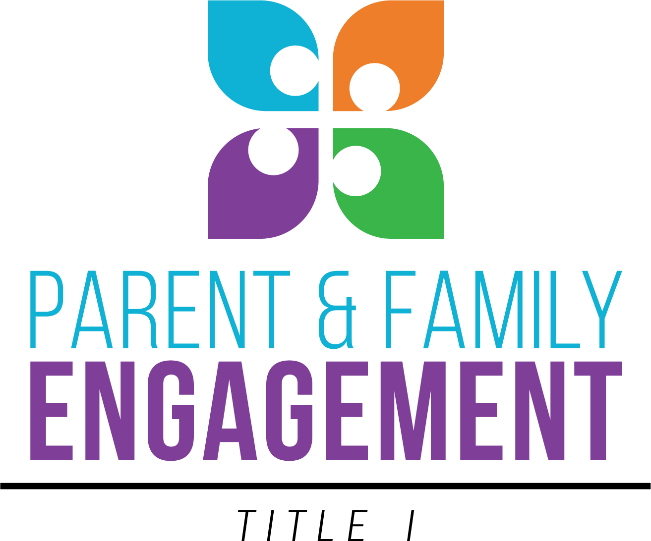
***Seminole County Public Schools***

The mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.



**UCP Seminole Charter School**

Title I Parent and Family Engagement Plan (PFEP)

2020-2021

|  |  |
| --- | --- |
|  | The following plan describes the means for carrying out designated Title I, Part A parent and family engagement requirements of Section 1116 of the Elementary and Secondary Education Act (ESEA), as amended by every Student Succeeds Act (ESSA). |

*UCP Seminole Charter School*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (school)*

I, Marife Gomez , 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 statues, 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 projects, where prohibited.

1. **Assurances**

The school will:

* Be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 1116.ESSA;
* Involve the parents and families of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent and family engagement are spent;
* Jointly develop/revise the school Parent and Family Engagement Plan with parents and families, distribute it to parents and families of participating children in an understandable and uniform format and, to the extent practicable, in a language the parents/families can understand, and make the Parent and Family Engagement Plan available to the local community;
* Involve parents and families, 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 Parent and Family Engagement Plan and the joint development of the schoolwide program plan/School Improvement Plan;
* Use the findings of the Parent and Family Engagement Plan review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school’s Parent and Family Engagement Plan;
* 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;
* Provide each parent timely notice when their child has been assigned or has been taught for (4) or more consecutive weeks by a teacher who is not certified or licensed;
* Provide each parent with timely notice of information regarding their right to request information on the professional qualifications of the student’s classroom teachers and paraprofessionals.

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**Signature of Principal or Designee Date Signed**

1. **Parent and Family Engagement**

Briefly describe how the school will involve parents and families in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs, including:

1. How the school will involve parents and families in the decisions regarding how funds for parent and family engagement will be used:

The UCP mission is to create a fully inclusive community where all students, parents, and professionals appreciate and value diversity in all forms. Together school and family will educate students to become conscientious, responsible citizens, whereby they assume the role of life-long learners as they reflect upon and contribute to the cultural and civic life of the community.

All attempts are made to solicit PTA members who represent the racial/ethnic makeup of the school population. Parent were asked to submit nominees to PTA during August 2020 meeting. Families voted for the new PTA members. The PTA has the responsibility for developing, implementing, and evaluating all school plans (School Improvement Plan-SIP and Parent Improvement Plan-PIP). At our family engagement event, parents are given the opportunity to give input for improvement in building capacity and parent involvement. During fall and spring parents are given a Climate survey to complete. These responses facilitate the development of the next year’s PFEP and SIP. Results are reviewed to determine needed changes.

1. How the school will jointly develop, review, and revise the school Parent and Family Engagement Plan with parents and families:

At the beginning of the school year 2020-21 year, the Title 1 Team and PTA reviewed the Title Parent Involvement Plan ended on 2017-18 and activities for the current school year where discussed. This team of volunteers will collaborate with Administration to discuss the established workshops, events for the calendar year and how funds will be spent to meet the needs of the parent and students. To promote Parents Involvement our activities will be coordinated jointly with the UCP Seminole PTA, and teachers.

At the mid and end of the school year parents will complete a survey. The results of the survey along with input provided during teacher conferences provides us information on the needs of our families. All Parents are also encouraged and invited to participate during school year events. Flyers, emails, social media and our website provide family members with many ways to become involved in UCP events. On a monthly basis the UCP Seminole Team, teachers, School Administrator and Parent involvement Team will meet to discuss, assess and review calendar events.

1. Describe how and when the school provides copies of the Parent and Family Engagement Plan to parents and families of participating children in an understandable and uniform format and, to the extent practicable, in a language the parents can understand, and makes the Parent and Family Engagement Plan available to the local community:

The PFEP will be review with the PTA, during the two Title 1 meetings and through the school year.

A copy will be located on our Website, for parent convenience and another copy will be placed in a binder on the front desk for parent review.

1. How the school will use the findings of the Parent and Family Engagement Plan review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school’s Parent and Family Engagement Plan:

The PFEP will be review as needed, based on environmental situations (such as Covid-19) and other factors that could affect through the year.

1. How the school will provide each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading:

UCP Seminole will not have a third grade this year. However, we will report to each parent their student performance through parent conference, IEP meetings, and report cards.

1. How the school will provide each parent timely notice when their child has been assigned or taught for (4) or more consecutive weeks by a teacher who is not certified or licensed:

A notification letter will be sent home notifying parents the status of a teacher who is not certified or licensed.

1. How the school will provide each parent timely notice information regarding their right to request information on the professional qualifications of the student’s classroom teachers and paraprofessionals:

A notification letter will be sent home.

1. **Coordination and Integration**
2. Describe how the school coordinates and integrates parent and family engagement programs and activities with other federal, state, and local programs (i.e. Title I, Title III).

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| **Program/Activity** | **Coordination** |
| PreK ESE | Early Steps, SCPS PreK office and UCP will work together to coordinate transition programs for students entering/transition to our inclusive school program or an ESE program. Individual Education Plan meetings will be ongoing through the year to provide support and discuss academic progress to parents with students with disabilities. Student Study Team hold transition meetings with parents and discuss specific learning needs to Kindergarten. |
| ESE K-2nd grade | On-going support by Staffing Resource Specialist, Family Support Case Manager, Behavior Specialist, Psychologist, OT/PT, and Speech/Language Pathologist are available as indicated by the student’s IEP. Parents are included in all family engagement events at UCP Seminole Charter School. |
| English Language Learners (ELL) | ESOL certify teachers and Staff will encourage and support ESOL families to attend events at UCP Charter by making phone call home and sending invitation flyers in their native language. |
| Individual with Disabilities Education Act (IDEA) | An explanation of supplemental instructional support provided by Title 1 will be discussed with parents during the development of the students’ Individual Educational Plan (IEP). UCP has a unique classroom and therapy program that provides services for students that qualify under the IDEA program. |
| School Readiness | In collaboration with the Early Learning Seminole Coalition UCP will provide services to 18 months and up low-income children to improve vocabulary development and other skills critical for school success. Parents play an enormous role in closing this gap, as do preschool programs. |
| Title 1 Annual Meeting | Parents will be invited (by emails, social media, flyers, and website) to an informational meeting to review the guidelines, purposes, goals and expectations of the Title 1 program through a formal meeting.  Discussion and the opportunity for input will be provided regarding the development, implementation, and evaluation of our program on a yearly basis. |
| Kindergarten Orientation | This activity introduces incoming kindergarten students and their families to UCP Charter School and orients students and parents to the academic curriculum |
| Volunteer PreK program | In collaboration with the Early Learning Seminole Coalition UCP will provide services to 4-year-old prekindergarten regardless of family income. The Voluntary Prekindergarten (VPK) Education Program prepares early learners for success in kindergarten and beyond. Parents are their first teachers and learning begins at home. When they start going to day care or preschool, children whose parents involved in their education are more likely to be more likely to be more. |

*Add more rows if needed*

1. **Annual Parent/Family Meeting**
2. Describe the specific steps the school will take to conduct an annual meeting designed to inform parents and families of participating children about the school’s Title I program, their rights under Title I, student academic progress, and parent and family engagement opportunities.

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|  | **Activity/Tasks** | **Person Responsible** | **Timeline** |
| 1 | Develop agenda, handouts, power point and materials that address the required components. | School Administrator  Administration  Teachers | Aug. 2020 |
| 2 | Develop sign in sheets | School Administrator  Administration | Aug-May 2020 |
| 3 | Develop/publicize and Disseminate invitations | School Administrator  Administration | Aug.-May 2020 |
| 4 | Advertisement of Event | School Administrator  Administration  Teachers | Aug-May 2020 |
| 5 | Review previous year’s PFEP | School Administrator | Aug.-May 2020 |
| 6 | Provide a hard copy of Annual Title 1 power point in Title 1 binder located in the front office | Administration | Aug-Oct. 2020 |
| 7 | Offer flexible meetings dates and times | Administration | Sept.2020 & Jan 2021 |
| 8 | Inform families via school newsletter-title 1 Corner | School Administrator | Quarterly |
| 9 | Yearly Progress | School Administrator | Nov. 2020 & April 2021 |

*Add more rows if needed*

1. **Flexible Parent/Family Meetings**
2. 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, childcare, or home visits, as such services relate to parent and family engagement.

UCP Seminole Charter School culture embraces parents and families as partners in our success. All parents and guardians are expected to be highly involved in their children’s education, both at school and home, buy volunteering at least 10 hours during the school. UCP Charter School has developed a School Event calendar based on the belief that all parents are welcome to participate in our school’s educational activities. We offer a variety of time for parents to be involved (morning, afternoon, and evening).Parents will be involved in similar classroom activities of their child in order to develop an understanding of the Common Core standards that must be mastered. Meeting will be offered at different times during the day to accommodate parent schedules, mid-day and evenings. All parent involvement events are advertised in the calendar, newsletter, and websites, through email/phone calls or text (Remind!) Light dinner or refreshments will be offered as well. Childcare will be available as needed. The School Administrator offers an open-door policy for parents to discuss concerns/progress.

1. **Building Capacity**
2. Describe how the school will implement activities that build the capacity for meaningful parent and family engagement. Describe how the school will implement activities that build the capacity of parents and families to improve their students’ academic achievement. Describe the actions the school will take to provide materials and training to help parents/families work with their child(ren). Include information on how the school will provide other reasonable support for parent and family engagement activities as parents and families may request.

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|  | **Content & Type**  **of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **How Will You Demonstrate Effectiveness of Strategy/Activity?** | **SIP Goal**  **(1, 2 or 3)** |
| 1 | Meet the Teacher | Administration, Teachers | Open communication between teacher and parent. Information provided about Title 1 | **Aug. 2020** | Sign-in sheets  Parent Conferences | **1,2,3** |
| 2 | Annual Title 1 Meeting (3x) | School Administrator,  Administration and Teachers | Explanation of Title 1. Presentation of last year’s PIP and Compact for parent input | Sept. 2020  Jan 2021 | Sign-in sheets  Evaluation survey | **1,2,3** |
| 3 | Curriculum Night | Teachers  Administration | Opportunity for parents to review the curriculum, standards, and goals for each class. | Sept.  2020 | Sign-in sheets  Evaluation survey | **2,3** |
| 4 | Books Bud | Administration | Parental involvement as school volunteers and community members | **Sept. 2020** | Sign-in sheets  Evaluation Survey | **2** |
| 5 | **Math night** | **Teachers**  **Administration** | Parent involvement with the purpose of engaging math educational family games to practice at home. | **November**  **2020** | Sign-in sheets  Evaluation Survey | **3** |
| 6 | **Literacy Night** | **Teachers**  **Administration** | Improved reading foundational skills while also fostering a love for books. | **February 2021** | Sign-in sheets  Evaluation Survey | **2** |
| 7 | **Kindergarten Open House** | **Teachers**  **Administration** | Information about curriculum | **April 2021** | Sign-in sheets  Evaluation Survey | **2,3** |

*Add more rows if needed*

1. **Staff Development**
2. Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other staff in how to reach out to, communicate with, and work with parents and families as equal partners, in the value and utility of contributions of parents and families, how to implement and coordinate parent/family programs, and in building ties between parents/families and the school.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Content & Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** | **Content & Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **How Will You Demonstrate Effectiveness of Strategy/Activity?** |
| 1 | UCP Professional Development trainings for staff | Administration | Positively will impact student achievement | Jul/Aug 2020 | Calendar of events, Sign-In Sheets, |  |  |  |  |  |
| 2 | UCP Educational Framework | Administration | To be able to appropriately access Tier 1 & 2 instructional resources for differentiation and enrichment purposes | Aug-May | Teacher will navigate and analyze data through IReady platform in order to monitor and adjust progress as needed. |  |  |  |  |  |
| 3 | I-Ready Reading and Math | Administration | Students will learn rigorous on grade level instruction and practice. Instruction will be personalized to target unique areas of needs. | Aug-May | Teacher will use reports to analyze data, adjust instruction and differentiate to meet the student’s needs. Ongoing progress. |  |  |  |  |  |
| 4 | **Core Connections** | Administration | Student will be able to learn strategies for reading and writing skills. | **Aug-May** | **Teacher will be able to teach strategies to establish a holistic, vertical integrated reading and writing curriculum.** |  |  |  |  |  |
| 5 | **Neuhaus** | **Administration** | **Students will be able to improve reading skills** | **Aug-May** | **Teacher will be able to instruct accurate and automatic reading, basic language, spelling, multisensory reading skills** |  |  |  |  |  |

*Add more rows if needed*

1. **Other Activities**
2. Describe the other activities, such as family resource centers, the school will conduct to encourage and support parents and families in more fully participating in the education of their children.

UCP Seminole Charter School goal is to create a family-friendly school that will encourage parents to volunteer for

school activities, join PTA, and participate as Dividends. Family engagement efforts are aligned to district and

school level achievement goals, and grade level learning goals are utilized to connect families to their child’s

academic progress. Teacher will invite parents to use academics programs to link home and school learning. During

the 2020-21 school year, UCP Seminole Charter School have a Parent/Conference Room for parent meetings. We

currently have a small food pantry/clothing located in the Family Service Case Manage office

1. **Communication**

Describe how the school will provide parents and families of participating children the following:

14. Timely notification about the Title I programs:

* By flyers, email, website. Social media.
* A description and explanation of the event at the school.
* If requested by parents and families, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren);

15. Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the achievement levels students are expected to obtain:

The Open House/Meet the Teacher was held during preplanning (August 2020). Information concerning about distance learning program was review and expectations were explained. During the Annual Title 1 meeting in September 2020, UCP Seminole Charter will provide information about the curriculum, assessments and how Title 1 support the school**.** All notifications of events will be addressed in the Quarterly School Newsletter, posted on the website, social media and send emails/flyers. Each classroom teacher will meet with each parent a minimum of two times during the school year. Parents will be invited to parent workshops in the areas of math, reading, art and science. Parents are encouraged to attend PTA meetings. Parents are invited to attend: Curriculum Night, Books Bud, Literacy Night, Earth Week, and other events sponsored by Administration. Other activities are available and encouraged by teachers and administration through the year to strengthen and expand student achievement and parent involvement. All parents are contacted by student daily planner, emails, phone, and flyers before each meeting event. Copies of the PIP, SIP, Compact and school calendar are made available in the front office. Grade level teacher communicate with the parent daily using the planner and apps concerning homework, conference, and any other concerns.

1. If requested by parents and families, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren):

UCP is open to any parent suggestions, a Parent Charter School Board meets every month to discuss and make decision related to the education of the student.

1. If the schoolwide program plan/School Improvement Plan is not satisfactory to the parents and families of participating children, how the school will submit the parents and families’ comments with the plan that will be made available to the local education agency:

By email, website, or notification letter.

1. **Accessibility**
2. Describe how the school will provide full opportunities for participation in parent and family engagement activities for all parents and families (including parents and families with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school, parent and family programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents and families can understand.

Parent communication is of the upmost importance. Parents are made aware of the availability of childcare and that

a light meal will be provided for all activities and events. Any parent who is in need of physical assistance is asked

to notify the school in advance of the activity. Any parent who is not fluent in English is given assistance when the

school is notified at least 48 hours in advance of the conference, meeting, or activity. Our ESOL teachers

(bilingual) will be available for translating as needed. During the Annual Title 1 meeting the power point will be in

English and Spanish. Home visit by the Family Case Manager may be provided as needed for those parents that

do not have transportation. A daily planner goes home every day. School reports will be sent home every 9 weeks.

Teachers use DoJo as an app to communicate with parents on a daily basis. The school will us Remind me as way of

informing parents daily events, and activities.

1. **Discretionary Activities**
2. Discretionary School Level Parent and Family Engagement Plan Components: List all the activities that are required, but not paid for through Title I, Part A funding (for example, home visits, transportation for meetings, activities related to parent/family engagement, etc.)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Activity** | **Description of**  **Strategy** | **Person Responsible** | **Anticipated Impact**  **on Student**  **Achievement** | **Timeline** |
| 1 | Training parents to enhance the involvement of other parents(Section1118(e) (9)) | We plan providing a series of events to increase parental participation and parent to parent involvement. Some of these events will include: Math and Literacy Night , PTA-Donuts with Dad Muffins with mom, and the collaboration of a family calendar with special activities to increase family time and literacy and math skills. | Teachers  PTA  Administrator | When parents feel welcomed and have relationships with other parents, they are more likely to participate in school events thus learning parental strategies from other parents and increasing academic and behavior outcome for their children. | Sept 2020-May 2021 |
| 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)) | Advertise to parents the opportunities to meet with School Administrator and or Teacher to discuss academics, assessments, and policies. Parent will be encouraged to participate through phone calls, zoom, written input, email or any other communication mode that work best for them. | School Administrator, Parents, Teachers and Family Liaison | Provide information to parents for student success. | Sept. 2020-May 2021 |
| 3 | Adopting and implementing model approaches to improving parental involvement (Section 1118 (e) (11)) | Academic Parent-Teacher Team | Administration,  Families,  Teachers | Advance student achievement by linking home and school learning | Sept 2020-May 2021 |
| 4 |  |  |  |  |  |
| 5 |  |  |  |  |  |

*Add more rows if needed*

1. **Building Capacity Summary**
2. Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents and families to help their children.

**We were not Title 1 last year**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Demonstrated Impact on Student Achievement** | **Data Source Used** |
| 1 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |
| 4 |  |  |  |  |  |
| 5 |  |  |  |  |  |

*Add more rows if needed*

1. **Staff Development Summary**
2. 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 and family programs; and how to build ties between parents, families, and the school.

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| --- | --- | --- | --- | --- | --- |
|  | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Demonstrated Impact on Student Achievement** | **Data Source Used** |
| 1 | IReady Math & Reading | **2** | **4** | Understanding of academic system to collect data that shows student achievements |  |
| 2 | **Core Connections** | **2** | **4** | Provide instructional strategies for establishing a holistic, vertically integrated reading and writing curriculum |  |
| 3 | **Goggle Classroom** | **2** | **4** | A free web based used during distance learning to provide students ( K-above) a daily schedule with multiple activities following the state standards for each subject. |  |
| 4 | **FSA Reading and Math** | **2** | **1** | **To establish interventions lessons.** |  |
| 5 | **Weekly PLC per grade level during distance learning** | **weekly** | **4** | **Brainstorm sessions for engagement and participation.** |  |

*Add more rows if needed*

1. **Barriers**
2. Describe the barriers that hindered participation by parents and families during the previous school year in parent and family engagement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents and families who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).

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| --- | --- | --- |
|  | **Barrier**  **(including the specific subgroup)** | **Steps the School will take to Overcome** |
| 1 | COVID-19 | School develop a free online website with a daily schedule and activities following all state standards. |
| 2 | Attendance | Daily calls to parents that are participating from the flex connect program or hybrid. |
| 3 | Family schedule-date/time of parent involvement activities and conflicts with work schedule | Survey results show that parents prefer to attend meetings evenings. Suggestions of date/time will be utilized to provide for as much parental involvement as possible |
| 4 |  |  |
| 5 |  |  |

*Add more rows if needed*

1. **Best Practices (Optional)**
2. Describe the parent and family engagement 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.

|  |  |  |
| --- | --- | --- |
|  | **Parent and Family Engagement Activity/Strategy** | **Outcomes** |
| 1 |  |  |

*Add more rows if needed*