**UCP SEMINOLE CHILD DEVELOPMENT Title I, Part A Parental Involvement Plan**

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 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)].

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| **Signature of Principal or Designee**  | Date Signed |

**Mission Statement**

Parental Involvement Mission Statement (Optional)

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| **Response:** The mission of UCP Seminole Charter School is to create a fully inclusive learning 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. Our Values;Ethics-We are responsible to our clients, their families, tour team members, our Board of Directors and our community at large. We do not take professional or ethical shortcuts. Our interactions with all our stakeholders must reflect the high standards we profess.Community Learners- We strive to create a community of learners, and we support team members in their growth and development. We provide opportunities to apply new knowledge and strive to utilize best practices at all times.Accountability- Our ability to meet our responsibilities to the community depends on being fiscally responsible and efficient. We strive to optimize our operations by working smarter not harder.Teamwork- We recognize the ability to excel and meet the needs of our clients and community depends on our ability to foster a diverse team. To this end, we strive to create an environment of mutual respect, encouragement and team where we reward commitment and performance and are responsive to the needs of our team members. We recognize everyone's role in the success of UCP. |

**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 [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

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| **Response:** At the end of the 2015-16 year, the Title I Team and PTA reviewed the Title I Parent Involvement Plan and activities for the 2016-2017 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 parents and students. To promote Parent Involvement our activities will be coordinated jointly with the UCP Seminole PTA, teachers and Parent Involvement Team. At the mid and end of the academic year parents will be provided with a survey. The result 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, and our website provide family members with many ways to become involved in UCP events. On a monthly basis the UCP Seminole Team, teachers, Principal and Parent Involvement Team will meet to discuss and review calendar events. |

**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)].

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| **count** | **Program** | **Coordination** |
| 1 | ESE/IEP/Part B | Individual Education Plan meetings will be ongoing through the year to provide support and discuss academic progress to parents of students with disabilities. The team consist of parent, teacher, therapists, staffing resource,principal and any other support requested by the parent.  |
| 2 | Title 1 Annual Meeting | Parents will be invited (by email, flyers and website) to an informational meeting to review the guidelines, purposes, goals and expectations of the Title I 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. |
| 3 | ESOL Teachers | ESOL teachers and Staff will encourage and support ESOL families to attend events at UCP Charter by making phone calls home and sending invitation flyers in their native language.  |
| 4 | ESE/IFSP/Part C | Children under the age of 3 that qualify will receive an Individual Family Support Plan. UCP has a unique classroom program that provides services for students that qualify under the IDEA program. |
| 5 | Voluntary 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 are involved in their education are more likely to be more successfully in future education settings..  |
| 6 | 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. |

**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)].

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| **count** | **Activity/Tasks** | **Person Responsible**  | **Timeline** | **Evidence of Effectiveness** |
| 1 | Title 1 Annual Meeting | Principal | August,22,16 @ 6:00 pm | Copies of Agenda, PowerPoint presentations, Parent folder and Sign-up  |
| 2 | Title 1 Annual Meeting | Principal | August 23,16 @ 1:00 pm | Copies of Agenda, PowerPoint presentations, Parent folder and Sign-up  |
| 3 | Develop and Disseminate Plan  | Principal | August/September | The results of the last school yr survey (15-16) will be taking in consideration for the effectiveness of this school year plan. |
| 4 | Advertisement of Event | Principal | Aug-May | Listed on school website,emails and in parent newsletters, if more than the projected number of parents attend, we will consider our advertisement efforts successful |
| 5 | Yearly Progress | Principal | Quartely | End of year Survey feedback |
| 6 | Mid year Title 1 Meeting | Principal | January 2017 | Copies of Agenda, Power Point presentation, sign -up 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)].

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| **Response:** Meetings will be offered at different times during the day to accommodate parent schedules; mid-day, and evenings. Light dinner or refreshments will be offered as well. Child care will be available.  |

**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)].

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| **count** | **Content and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Individual Education Plans (IEP) and Parent Conferences  | Teachers, Administration, Study Team  | IEP meetings address specific strengths and weaknesses of student performance and ability in ESE students over the age of 3. The IEP team (parent, teacher, LEA, staffing specialist, therapist, and others, as requested) meets at least annually to determine appropriate goals, accommodations, and services needed to support the ESE student in the classroom. | Aug-May | Ongoing data collection to support progress on IEP goals and objectives.  |
| 2 | Individual Family Support Plans (IFSP) and Parental Conferences | Teachers, Administration, Study Team | IFSP meetings address specific strengths and weaknesses of student performance and ability levels in qualifying children under the age of 3. The IFSP team (parent, teacher, Early Steps case worker, therapist, and others, as requested) meets at least bi-annually to determine appropriate goals and services needed to support the Developmentally Delayed student in the classroom. Suggested activities are provide to the parents to help the child reach the goals. | Aug-May | Ongoing data collection to support progress on IFSP goals and objectives.  |
| 3 | Multi-Tiered System of Supports for academic and behavior (MTSS) meetings | Administration, Support Team, Teachers  | MTSS meetings are intended to provide the appropriate level of support in academic and/or behavior to increase student learning/appropriate behavior. By using the problem solving approach, parents and teachers determine which evidence based interventions are most appropriate for the student. Progress is monitored, and support is altered based on student needs | Aug-May | Plan results based on data collection and graphs. |
| 4 | School wide activity nights involving all academic areas.  | Classroom Teachers and Administration  | Parents knowledge will be increased and expanded in other subject areas to better assist students with academics  | Aug-May | Presentations, make and take, and handouts.  |
| 5 | Parent/Teacher Conferences | Classroom Teachers | Parent who attend classroom conferences will gain insight into the academic areas of strength and areas of need. Teachers and parents can collaborate on strategies to improve area of need. | Aug-May | Student improvement on reportcards/classroom data |

**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)].

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| **count** | **Content and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Professional Development for staff  | Administration | Positively will impact student achievement | Aug-May | Calendar of events, Sign-In Sheets  |
| 2 | Specific Behavior Intervention Training  | Teachers and Administration | Teachers and Parents collaborate to work on improving student achievement by improving students daily behavior in the classroom  | Ongoing | Classroom behavior logs. |
| 3 | IEP and IFSP meetings | Teachers, Study Team, Administration | Teachers and Parents collaborate to work in improving student academic goals. | Ongoing | Accountability,learning gains, test results and meeting notes. |
| 4 | PD-Collaboration with parents | Director of PreK curriculum & Director of Clinical Services, | This PD opportunity is designed to provide tips on how to best collaborate with parents in regards to their child’s learning style, motivators, and family preference thus encouraging the home/school connection to increase academic and behavior outcomes. | August | Student planner, teacher conference, report cards |
| 5 | PD-Family Advocacy | Director of Clinical Services | This Professional Development Opportunity was intended to help support parents in their advocacy efforts thus encouraging the highest level of involvement in their student’s education.  | August | IEP/IFSP meetings, teacher conference, report cards |

**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)].

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| **Response:** For the 2016-2017 school year, UCP Seminole Charter School have a Parent/conference Room for parents to use for meetings, training's and volunteer work for the school. It will also serve to storage food and supplies by the PTA parents and food/clothing by our Family Service Coordinator.  |

**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)].

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| **Response:** Each classroom teacher will meet with each parent a minimum of two times during the year. Parents will be invited to parent workshops in the areas of math, reading, visual support and to build social emotional behaviors. Parents are encouraged to attend quarterly PTA meetings. Parents are invited to attend: Family Game Night, Scholastic Night, Art Integration, Thanksgiving Luncheon and other events sponsored by Administration. Other activities are available and encouraged by teachers and administration through the year to strengthen and expand parent involvement. All Parents are contacted by student daily planner, emails, phone and flyers before each meeting/event.  |

**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)].

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| **Response:** 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 hrs in advance of the conference, meeting or activity. Spanish speaking staff members are always available.  |

**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:

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| **count** | **Activity**  | **Description of Implementation Strategy** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** |
| 1 | Training parents to enhance the involvement of other parents [Section 1118(e)(9)]; | We plan on providing a series of events to increase parental participation and parent to parent involvement. Some of these events will include make and take activities for home use (based on educational needs), PTA luncheons and coffee breaks, and the collaboration of a family calendar with specific activities to increase family time and literacy and math skills. | Teachers, PTA, Admnistrator | 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 outcomes for their children. | Aug-May |
| 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)]; | Understanding the challenges many parents have with transportation and work schedules, we will offer alternates to face to face meetings. Parents will be encouraged to participate through phone calls, skype, written input, email, or any other communication mode that works best for them. If parents choose face to face meetings, we will accommodate day/time to the extent possible. | Teachers, Administrators, PTA  | Because parents will not be limited to face to face meetings, their participation in meetings will increase. Parents who are allowed to communicate with schools in the mode that fits their life-style are more likely to participate in school meetings, thus learning about their child’s academic strengths as well as areas that need improvement. | Aug-May |

**Upload Evidence of Input from Parents**

Upload evidence of parent input in the development of the plan.

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| [Uploaded Document](file:///C%3A%5CUsers%5Cmgomez%5CDownloads%5CfileUploads%5C599228_2016-2017_uploadEvidenceParentInput.pdf) |

**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.

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| [Uploaded Document](file:///C%3A%5CUsers%5Cmgomez%5CDownloads%5CfileUploads%5C599228_2016-2017_uploadCompact.doc) |

**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.

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| [Uploaded Document](file:///C%3A%5CUsers%5Cmgomez%5CDownloads%5CfileUploads%5C599228_2016-2017_uploadCompactEvidence.pdf) |

**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.

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Meet the Teacher/Open House Prek-K 4-6pm  | 1 | 19 | During Meet the Teacher, parents are provided the opportunity to tour the school and meet their child’s teacher. Teachers share information about classroom schedules, routines, and student academic and behavior expectations. Parents were provided lunch applications(including free and reduced), transportation, and other free resources available in the community for students and families.  |
| 2 | Curriculum Night | 1 | 22 | Curriculum Night provides an opportunity for parents to visit their child’s classroom. During this time teachers will review the curriculum, standards and the goals of the grade level. Parents are encouraged to ask questions that may have risen in the first few weeks of school. This event further connects parents to their child’s classroom experiences and expectations. When parents feel comfortable with the curriculum used, they are more likely to help their student complete homework.  |
| 3 | Family Game Night | 1 | 13 | As families get busier, "together time" often decreases. This lesson promotes family togetherness during the "Make It, Take It Night" and also at home as they play with the new games. This lesson brings parents and students together for the purpose of creating family games to play at home. Families will make a math game, a language arts game and a family favorite. |
| 4 | Book Fair-Literacy Night | 1 | 17 | Our annual Book Fair provides the opportunity for students to purchase high quality, low priced books. Families who attend and purchase books for their children are more likely to read with their children. Families are encouraged to establish a set nightly “reading time” where all family members read. This improves reading skills in students while also fostering a love for books. Having the family participate shows the student that their family values reading. |
| 5 | Multicultural Night | 1 | 21 | Games are good ways to share other cultures. These make and take games originated in different countries. This activity will build diversity awareness, social studies, math and reading skills. |

**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)].

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Collaboration with parents | 1 | 35 | Because parents are their child’s first and most powerful teacher, teachers need to utilize this valuable resource. This PD opportunity was designed to provide tips on how to best collaborate with parents in regards to their child’s learning style, motivators, and family preference thus encouraging the home/school connection to increase academic and behavior outcomes. |
| 2 | Parent Effective Communication | 1 | 35 | Effective communication is essential in establishing the home/school relationship. This PD opportunity led to teachers improving their communication skills and therefore encouraged more family involvement. When parents feel comfortable contacting their child’s teacher, they are more likely to do so. This increase parent knowledge related to what is taking place in the classroom and how they (parents) can help support student learning at home. |
| 3 | Family Advocacy | 1 | 35 | Parents are their child’s most important advocate, however many parents do not feel empowered to advocate on their child’s behalf. Given the high Exceptional Student population at UCP, many of our parents are faced with greater challenges. This Professional Development Opportunity was intended to help support parents in their advocacy efforts thus encouraging the highest level of involvement in their student’s education.  |

**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)].

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Transportation for low-socio economic families. | Provide parent a bus route available across the street from our facility. |
| 2 | Communication for limited English proficiency parents or limited literacy | All communication (flyers, meeting notes, meetings, sign-in sheets, progress reports, etc) will be translated into home language or read upon request or designated need. |
| 3 | Beliefs that teaching is only the responsibility of the school | Through professional development topics, teachers are better equipped to support family involvement by increasing their (teacher) understanding of the importance of family support in student success. |
| 4 | Date/time of parent involvement activities and conflicts with work schedules | Survey results show that parents prefer to attend meetings on Friday, Monday, Tuesday or Wednesday evenings. Suggestions of day/time will be utilized to provide for as much parental involvement as possible. |

**Best Practices (Optional)**

Describe the parental involvement activity/strategy the school implemented during the previous schoool year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

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| **count** | **Content/Purpose** | **Description of the Activity** |