*UCP of Central Florida Seminole Charter 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.

**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 8101. ESEA;
* 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 with parents the school parent and family engagement plan and distribute it to parents and families of participating children and make available the parent and family engagement plan 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 school-wide program 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 of licensed;
* Provide each parent timely notice information regarding their right to request information on the professional qualities of the student’s classroom teachers and paraprofessionals.

Marife Gomez 6-7-18

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**Signature of Principal or Designee Date Signed**

**Mission Statement**

Parent and Family Engagement Mission Statement:

**Response:** 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 April 2018 meeting. Families voted for the new PTA members. The PTA has the responsibility for developing, implementing, and evaluating all schools 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 PIP and SIP. Results are review to determine needed changes.

**Involvement of Parents/Families**

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 involvement in the decisions regarding how funds for parent and family engagement will be used. [ESEA Section 1116]

**Response:** At the beginning of the school year 2018-19 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.

**Coordination and Integration**

Describe how the school will coordinate and integrate parent and family engagement programs and activities that teach parents and families how to help their children at home. [ESEA Section 1116]

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| --- | --- | --- |
| **count** | **Program** | **Coordination** |
| 1 | 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. |
| 2 | ESE K-3rd grade | On-going support by Staffing Resource Specialist, Family Support Case Manager, 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. |
| 3 | 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. |
| 4 | English Language Learners (ELL) | ESOL 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. |
| 5 | 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. |
| 6 | Kindergarten Orientation | This activity introduce incoming kindergarten students and their families to UCP Charter School and orients students and parents to the academic curriculum. |
| 7 | 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. |
| 8 | 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 |

*add more rows if needed*

**Annual Parent Meeting**

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, Adequately Yearly Progress, and school choice.

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| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Develop agenda, handouts, power point and materials that address the required components. | School Administrator  Administration  Teachers | Aug 2018 | Copies of Agenda, Power Point presentations, Parent sign-up sheet |
| 2 | Develop sign in sheets | School Administrator  Administration | Aug –May 2018 | Parent sign-up sheet for meeting (s). |
| 3 | Develop/publicize and Disseminate invitations | School Administrator  Administration | Aug-May 2018 | Copy kept of date sent home. |
| 4 | Advertisement of Event | School Administrator  Administration  Teachers | Aug-May 2018 | Listed on school website, emails and in parent newsletters, if more than the projected number of parents attend, we will consider our advertisement effort successful. |
| 5 | Review previous year’s PFEP | School Administrator | Aug-May 2018 | Annual Title 1 Meeting and PTA meetings. |
| 6 | Provide a hard copy of Annual Title 1 power point in Title 1 binder located in the front office | Administration | Aug-Oct. 2018 | A hard copy will be available in the front office for parent’s convenience and copies will be made upon request. |
| 7 | Offer flexible meetings dates and times | Administration | Aug,2018 & Jan 2019 | Sign- in sheets for the three meetings |
| 8 | Inform families via school newsletter-title 1 Corner | School Administrator | Quarterly | Update Title 1 Corner on newsletter. |
| 9 | Yearly Progress | School Administrator | Oct 2018 & April 2019 | Mid and End of year survey feedback. |

*add more rows if needed*

**Flexible Parent/Family 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, childcare, or home visits, as such services related to parent and family engagement. [ESEA Section 1116]

**Response:** 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. Child care will be available. The School Administrator offers an open-door policy for parents to discuss concerns/progress.

**Building Capacity**

Describe how the school will implement activities that will build the capacity for meaningful parent and family engagement. Describe how the school will implement activities that will build relationships with the community to improve student academic achievement. Describe the actions the school will take to provide materials and training to help parents 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. [ESEA Section 1116]

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| **count** | **Content & Type**  **of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Meet the Teacher/Open House | Administration, Teachers | Open communication between teacher and parent. Information provided about Title 1 | Aug  2018 | Sign-in sheets  Parent Conferences |
| 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 | Aug 2018  Jan 2019 | Sign-in sheets  Evaluation survey |
| 3 | Curriculum Night | Teachers  Administration | Opportunity for parents to review the curriculum, standards and goals for each class. | Sept.  2018 | Sign-in sheets  Evaluation survey |
| 4 | Books Bud | Administration | Parental involvement as school volunteers and community members | Sept. 2018 | Sign-in sheets  Evaluation Survey |
| 5 | Family Fall Night | Teachers  Administration | Parent involvement with the purpose of engaging in educational family games to practice at home. | Oct. 2018 | Sign-in sheets  Evaluation survey |
| 6 | Pastries with parents  Reading skills | Teachers Administration | Improved reading skills by increasing parent involvement. | Nov. 2018 | Sign-in sheet |
| 7 | Reading Under the Star | Teachers  Administrator | Improved reading foundational skills while also fostering a love for books. | Feb. 2019 | Sign-in sheets  Evaluation survey |
| 8 | Science Night | Teachers Administration | Hands-on-approach to experimentation as students and parents perform multiple demonstration that emphasize Florida standards. | April  2018 | Sign-in sheets  Evaluation survey |
| 9 | Kindergarten Open House | Teacher  Administration | Information about curriculum | March 2018 | Sign-in sheets |
| 10 | Pastries with parents  Reading skills | Teachers Administration | Improved reading skills by increasing parent involvement. | Nov. 2018 | Sign-in sheet |

*add more rows if needed*

**Staff Development**

Describe the professional development activities the school will provide to educate the 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 reach out to, communicate with, and work with parents/families as equal partners and how to implement and coordinate parent/family programs, and in building ties between parents/families and the school. [ESEA Section 116]

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| **count** | **Content & Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | UCF Conference Professional Development trainings for staff | Administration | Positively will impact student achievement | Jul/Aug 2018 | Calendar of events, Sign-In Sheets, |
| 2 | UCP Educational Frame work | 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 Achieve 3000 platform in order to monitor and adjust progress as needed. |
| 3 | I-Ready &  Fast Forward | 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 to meet the student’s needs. Ongoing progress. |

*add more rows if needed*

**Other Activities**

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents and families in more fully participating in the education of their children. [ESEA Section 1116]

**Response:**  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 2018-19 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.

**Communication**

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

* Timely notification about the Title I programs;
* 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;
* 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);
* If the school-wide program plan is not satisfactory to the parents and families of participating children, the school will submit the parents’ and families’ comments with the plan that will be made available to the local education agency. {ESEA Section 1116]

**Response:** The Open House was held during preplanning (August 2018). Information concerning about Title 1 was displayed during the parents visit. The compact (draft) was provided for parents to make any corrections or to ask any questions. At the Annual Title 1 meeting in August 2018, UCP Seminole Charter provided 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 in 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, visual support and science. Parents are encouraged to attend PTA meetings. Parents are invited to attend: Curriculum Night, Books Bud, Family Fall Night, Reading under the Stars, 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 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.

**Accessibility**

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.

**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 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 don’t have transportation.

**Discretionary Activities**

Discretionary School Level Parent and Family Engagement Plan Components List all the activities that is required, but mot paid for through Title I , Part A funding (for example, home visits, transportation for meetings, activities related to parent/family engagement, etc.)

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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(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: Reading Under the Stars (based on educational needs), 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 2018-May 2019 |
| 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 encourage to participate through phone calls, skype, facetime, 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. 2018-May 2019 |
| 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 2018-May 2019 |
|  |  |  |  |  |  |

*add more rows if needed*

**Building Capacity Summary**

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. Describe the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children). [ESEA Section 1116]

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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** | **1** | **21** | **Parents have the opportunity to tour the school and meet the teacher. Improved student achievement with increased parent involvement.** |
| 2 | **Annual Title 1 Meeting (3x)** | **3** | **1st mtg-11**  **2nd mtg- 0**  **3rd mtg-6** | **Parent have the opportunity to learn what isTitle 1. Power point to improve student’s achievement and increase parent involvement.** |
| 3 | **Curriculum Night** | **1** | **18** | **During Curriculum Night parents have the opportunity to review the curriculum, standards and goals for each grade level. This event further connects parents to their child’s classroom experiences and expectations.** |
| 4 | **Family Game Night** | **1** | **1** | **This lesson brings parents and students together for the purpose of creating instructional games to play at home addressing reading and math skills.** |
| 5 | **Book Fair-Literacy Night** | **1** | **8** | **This event provide the opportunity to encourage families to establish a set “reading time” where all read together and foster a love for books.** |
| 6 | **Science Night** | **1** | **66** | **This event provide the opportunity students to learn** |
| 7 | **Kindergarten Open House-Title 1 Presentation** | **1** | **3** | **Tour, introduction of the Kindergarten curriculum and Title 1 presentation** |

*add more rows if needed*

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

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Renaissance Reading/STAR and Dreambox | 1 | 5 | Understanding of academic system to collect data that shows student achievements |
| 2 | Conscious Discipline- Social/Emotional skills | 1 | 15 | Improved student social-emotional skills |
| 4 | Parent Involvement and Communication- Growth Mindset | 1 | 31 | Improved communication/involvement with student achievement between teacher and parents by encouraging skills learn. |
| 5 | MTSS | 1 | 12 | Improved identification of tiered students |

*add more rows if needed*

**Barriers**

Describe the barriers that hindered participation by parents 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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| **count** | **Barrier (including the specific subgroup)** | **Steps the School will take to Overcome** |
| 1 | **Communication for limited English proficiency parents or limited literacy** | **All communication (flyers, meetings, sign-in sheets, newsletters, etc.) will be translated into home language or read upon request or designated need.** |
| 2 | **Family schedule-date/time of parent involvement activities and conflicts with work schedule** | **Survey results show that parents prefer to attend meetings on evenings. Suggestions of date/time will be utilized to provide for as much parental involvement as possible.** |

*add more rows if needed*

**Best Practices (Optional)**

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 the other LEAs and schools as a best practice.

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| --- | --- | --- |
| **count** | **Content/Purpose** | **Description of the Activity** |
| 1 |  |  |

*add more rows if needed*

**\*Please attach evidence of parent/family input on the development of the parent and**

**family engagement plan and the school compact.**