



The mission of 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)

2024-2025

Parental involvement in a child's education is critical to student success. By involving parents\* in decisions that affect student learning, and fostering an environment where parents, teachers and school administrators work as a team to support the student experience, students are better able to achieve academic success.

\* The term "parent" refers to the adult(s) who have taken responsibility for raising a child, including birth parents, adoptive parents, grandparents, stepparents, foster parents, and legal guardians.



The following plan describes the means for carrying out designated Title I, Part A parent and family engagement requirements of Section 1112 and 1116 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). All documentation of deliverables pursuant to the PFEP will be kept at the school and readily available for state or district monitoring.

## Reflection on Prior Year (2023-2024) Parent and Family Engagement Activities

Activities conducted throughout the 2023-2024 school year which **provided information and training to enable parents** to help their children improve academically and monitor their child’s progress.

Title of Activity	Date of Activity	Number of Parent & Student Attendees	Number of Parent Evaluations Collected	Parents’ Suggestions for Improvement
Literacy Night	10/17/23	50	20	Purchase a sound system with microphones and speakers for better sound quality
Reading Night	1/25/24	60	38	Stick to the scheduled time advertised
Orlando Stage Presents:	4/4/24	40	16	Hold activities in the afternoon so parents can come and participate

Reasons why some parents may not have participated, or may not have *fully participated* in 2023-2024 activities, and how those barriers to full participation will be addressed at future events.

Barrier	Parents Affected by the Barrier	Steps the School Will Take to Overcome the Barrier
Language Barrier	Families who speak other languages besides English	Send all Parent and Family Engagement Plan (PFEA) communication home in Spanish; provide iPads for translation at events; have staff present who speak Spanish
Time	Families who work a later shift	Record the event and share on parent communication sites; send handouts and any materials provided during the event to families who could not attend, including parent tips

Activities provided during the 2023-2024 school year which **educated staff** on the value of parent contributions toward their child’s education, and how to reach out to, communicate with, and work with parents as equal partners.

Description of Training	Date of Training	Number of Instructional Attendees	Number of Non-Instructional Attendees
TeachLive Session	3/1/24	15	25
K-2 Math Manipulatives Training	4/3/24	7	10
Title 1 Overview	8/11/23	15	28

**(Optional)**

Describe the parent and family engagement activity/strategy the school offered/utilized during the 2023-2024 school year which best achieved the goal(s) of the event.

Activity/Strategy	Outcomes
-------------------	----------

<p>The New World Reading Night/Orlando Stage Present: So You Think Giraffe’s Can’t Dance</p>	<p>Parents learned reading comprehension strategies (such as asking WH questions when reading with their child; First, Next, &amp; Last strategy; Identifying characters, setting, problem, solution; creating your own ending; identifying parts of a book) to use at home; Parents were able to sign up to receive free books monthly; Parents received information about various scholarships to pay for tutoring services</p>
--	---

**(2024-2025 PFEP Begins on Next Page)**

## Parent and Family Engagement Plan (PFEP) 2024-2025

### I. Parents will be involved in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs.

- a. In late February or early March, school leaders will begin developing a *Schoolwide Plan* for how Title I funds will be used to increase student achievement.
  1. School staff will share a preliminary version of the plan with parents via the school website, in PTA meetings, and on Brightwheel to solicit parent feedback, especially regarding how funds allocated for parent and family engagement activities will be used.
  2. If the plan is not satisfactory to any parent, the principal will include the parent objection(s) when submitting the final schoolwide plan to the district.
- b. In conjunction with the development of the schoolwide plan, school leaders will work with parents to develop/review/revise the *Parent and Family Engagement Plan (PFEP)* for the upcoming school year.
  1. To solicit as much parent input as possible, the current year PFEP will be shared with parents on the school website, in the Title I Notebook available in the main office, on social media, in PTA meetings, and on Brightwheel. Printed copies will be available upon request.
  2. Parents will be asked to complete evaluation surveys after parent engagement events which will allow them to provide input on the quality of the activity, ways to improve future events, or to share positive comments. This input will guide the development of the PFEP.
  3. After parent/community input has been collected, reviewed, and incorporated as possible, school leaders will draft a preliminary version of the PFEP and submit it to district Title I staff for review. After incorporating district guidance, the PFEP will undergo final review by parents and school staff at a PTA General Meeting. Based on input/discussion, PTA members will vote on a final version of the plan.
  4. At the beginning of the next school year, the revised PFEP will be shared with parents and the local community on the school's website, through Brightwheel (via email or text), in the Title I Notebook located in the main office, and at parent events. Notice of its availability will be posted in the main office, in the school newsletter, and on the school website. A printed copy will be provided to parents upon request.

### II. Parents will be invited to attend a Title I Meeting to learn about parents' rights provided by Title I legislation, how to monitor their child's academic progress, planned parent and family engagement activities, the supplemental resources provided with Title I funding, and how to volunteer at the school.

- a. Meeting content will be offered at least two different times or in multiple formats\* to allow parents with varying work or home schedules to attend.  
\*The meeting presentation may be recorded and published online for those parents who could not attend in person.
- b. The meeting will be held within the first two calendar months of the school year.
- c. An additional Title I meeting may be held in the spring to garner parent input and foster collaboration in revising the PFEP and developing the schoolwide plan for the upcoming school year.

#### Planned Dates/Times for Title I Parent Meetings:

Date	Timeframe
August 8, 2024	3:30 and 5:30 during Meet the Teacher
August 29, 2024	Welcome Back Fest
September 12, 2024	5:30 during Open House

### III. Parents will be involved in the development or revision of a School-Parent Compact to outline shared responsibility for improved academic achievement.

- a. The compact will describe the responsibility of school staff to provide high-quality curriculum and instruction in a supportive and effective learning environment.
- b. The compact will describe the ways in which each parent will be responsible for supporting their child’s learning, volunteering at school, if possible, and participating, as appropriate, in decisions relating to the education of their child and positive uses for their child’s extracurricular time.
- c. Age-appropriate student responsibilities may be added to the compact.
- d. The compact will be reviewed/revise in the spring for use in the upcoming school year. Parent input will be gathered via an online survey, at PTA General Meeting in May, and in Student Folders.

**IV. Parents will be informed of their rights to request and receive information.**

- a. Individual student reports will be provided to parents about the performance of their child on state assessments in at least mathematics, language arts, and reading. Parents who have a valid email address on file in Skyward will receive email notifications when state assessment results are posted, as well as when progress reports and report cards are available. Report cards and progress reports are sent home quarterly in Student Folders. Parents who are unable to access electronic versions of student report cards and state assessment results may request assistance from front office staff.
- b. Descriptions of grade level learning standards, the curriculum used at the school, the forms of academic assessment used to measure student progress, and the achievement levels students are expected to obtain will be provided to parents. The information will be presented at the school’s Title I Meeting in August/September, and will be posted on school or district websites.
- c. Parents will be informed of their right to receive information on the professional qualifications of their child’s classroom teacher(s) and paraprofessionals, and how to request the information. The information will be posted on the school’s website, published in the school newsletter, posted on Brightwheel, and presented at the school’s Title I Parent Meeting.
- d. Parents will be notified when their child has been assigned to or taught for four or more consecutive weeks by a teacher who is not state certified or licensed in the subject and grade level in which they are teaching. The school principal will send letters informing parents of the teacher’s status and what steps the teacher is taking toward certification or licensure.

**V. Meaningful partnerships between parents and school staff will be supported and encouraged to promote improved student academic achievement.**

- a. Activities will be offered to provide the materials and training parents need to help them work with their children to improve their academic achievement levels, and/or provide the background knowledge and resources parents need to have meaningful conversations/interactions with teachers.
- b. Parents will be encouraged to engage in regular, meaningful, two-way communication with teachers and other school staff regarding their child’s ongoing educational progress, and to regularly participate in school activities by making staff email addresses and phone numbers available on the school website, through parent-teacher conferences and/or the ability for parents to schedule meetings with administrators.
- c. All parents, including those with limited English proficiency, disabilities, or migratory living conditions, will have opportunities for full participation in parent and family engagement activities by:
  - 1. advertising events via multiple means of communication (e.g. school website, school newsletters, flyers, Brightwheel, and social media); and
  - 2. providing information in languages and formats as needed (e.g. verbally for visually impaired parents or in sign language for hearing impaired parents) and making designated staff available to coordinate translations or explanations of any documents that cannot be fully translated.

School or district staff members may be available to assist parents in other ways. Parents may call the school at (407) 904-0132 to request additional information, if needed.

**Planned Title I Parent and Family Engagement Activities:**

Title of Activity	Description of Activity	Subject Area or Parent Engagement Focus	When Will Activity Occur?	How will the effectiveness of the activity be evaluated?
Parent Conference Day/Night	Parents will meet teachers to review reading and math STAR scores	Parent involvement in Reading and Math	September 2024	Home Use of Freckle, an online learning platform that allows students to practice Math and English Language Arts at their own level.
Family Literacy Night	New World Reading Initiative to build parent confidence in their ability to help their child build reading comprehension skills	Reading Literacy	January 2025	Home/School Reading Journal
Family Math Night	Using manipulatives in math	Math	November 2024	Home/School Math Journal

**VI. Early in the school year, professional learning opportunities will be provided to educate staff on the value of parent contributions regarding their child’s education, and how to reach out to, communicate with, and work with parents as equal partners.**

**Planned Professional Development Activities:**

Description of Training (including who will provide the training)	Will Title I Funds Be Used to Support This Training?	How will the effectiveness of the activity be evaluated?
Parent Conferences 101 (Principal; Instructional Coach; SRS) Fall, 2024	No	Outcome of Parent Conference Survey
Parent Conferences 201 (Principal; Instructional Coach; SRS) Spring 2025	No	Outcome of Parent Conference Survey

**VII. At least one Title I parent and family engagement activity will be coordinated with other federal, state, district or community programs that encourage or support parents in participating in the education of their children.**

**Planned Parent and Family Engagement Activities to be Coordinated with Other Programs:**

Description of Activity	Other program with which the coordinated activity will be presented
Back to School Bash/Meet the Teacher	ESOL program

### VIII. Assurances

I, Donna Darby, do hereby certify that all facts, figures, and representations made in this document are true, and correct. 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 Title I, Part A funds. All records necessary to substantiate the requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated during the 2024-2025 Title I, Part A (TIPA) project period (July 1, 2024 – June 30, 2025).

**School leaders and/or staff 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 1112 and 1116 of the Every Student Succeeds Act (ESSA);
- Involve parents\* in decisions about how TIPA funds reserved for parent and family engagement are allocated, and in the planning, review, and improvement of Title I programs, including the joint development of the schoolwide program plan or School Improvement Plan and the School-Parent Compact;
- Involve parents in jointly developing/revising the school Parent and Family Engagement Plan (PFEP), and distribute it to all families in a uniform format and, to the extent practicable, in a language that parents can understand, and make the plan available to the local community;
- Provide assistance and training for parents to help them work with their children to improve academic achievement, how to monitor academic progress and form meaningful partnerships with teachers, and, to the extent possible, coordinate such activities with other programs that support parent engagement;
- Gather parent input/evaluations after parent and family engagement programs and use the feedback to subsequently design more effective activities, and, if necessary, to revise the school’s PFEP;
- 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 to each parent timely notice when their child has been assigned to, or has been taught for four or more consecutive weeks by, a teacher who is not state certified or licensed, and of their right to request information about the professional qualifications of their child’s classroom teachers and paraprofessionals.
- Provide training for school staff about the value of parent participation in their child’s education and how to communicate with and form partnerships with parents.

*Donna Darby*

---

Signature of Principal

4/12/24

---

Date

\*Adult(s) who are responsible for raising a child, including birth parents, adoptive parents, grandparents, stepparents, foster parents, and legal guardians.