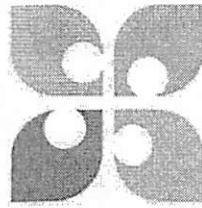


# *Seminole County Public Schools*

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



## PARENT & FAMILY ENGAGEMENT

TITLE I

Idyllwilde Elementary School (0521)



### Title I Parent and Family Engagement Plan (PFEP)

2023-2024



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). All documentation of deliverables contained in this PFEP will be kept at the school and will be readily available during state or district monitoring.

**2022-2023 School Year Reflection**

**I. Building Parent Capacity Summary (Activities focusing on training parents)**

1. Complete the table listing the activities provided during the previous school year that were designed to build the capacity of parents and families to help their children.

*\*You may consider adding activities in collaboration with District support staff.*

	Title of Event/Activity	Date of Event/Activity	Number of Attendees (students and parents)
1	Student Led Conferences building parent capacity	10/19/2022	400
2	Student Led Conferences building parent capacity	03/01/2023	300
3	Science Center Family building parent capacity to support student achievement	02/23/2023	500

*Add more rows if needed.*

**II. Staff Development Summary (Activities focusing on training staff members)**

2. Complete the table listing the professional development activities offered or provided 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 engagement programs, or how to build ties between parents, families, and the school.

*\*You may consider adding activities in collaboration with District support staff.*

	Title of Event/Activity	Date of Event/Activity	Number of Attendees (instructional staff)	Number of Attendees (non-instructional staff)
1	Leader in Me	01/18/2023	75	25
2	Positive Family Interactions	10/12/2022	75	25
3				

*Add more rows if needed.*

**III. Barriers**

3. 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 ESSA subgroups). If included in your school budget, describe how Title I Funds were utilized for transportation, childcare, or home visits for parent and family engagement.

*\*Consider utilizing input from your FACTS family representatives, SAC, or PTA.*

	Barrier	Subgroup	Steps the School will take to Overcome
1	transportation	Economically Disadvantaged	provide transportation for family events
2	Low attendance from ESOL families	English Language Learners	Provide flyers in Spanish ESOL teachers will call families to get details of all events

3	Time of Events	Economically Disadvantaged	<input type="checkbox"/> Offer flexible times during the day
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*Add more rows if needed.*

**IV. Best Practices (Optional)**

4. 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 (school districts) and schools as a best practice. You may incorporate unique opportunities based on the current school climate. If included in your school budget, describe how Title I Funds were utilized for transportation, childcare, or home visits for parent and family engagement.

	Parent and Family Engagement Activity/Strategy	Outcomes
1	Monthly sunshine calls to parents/families	Gain confidence with families Build partnerships and relationships with families
2	Social Media posting of daily academic activities at the school	Gain confidence with families Build partnerships and relationships with families
3		

*Add more rows if needed.*

**2023-2024 School Year Plan**

**V. 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:

5. A. How will the school jointly develop, review, and revise the school Parent and Family Plan with parents and families, including how funds for parent and family engagement activities will be used? Include at least one strategy that allows for two-way communication between families and school staff.

Parents and families can be involved in such parent advisory capacities at their child's school: School Advisory Committee (SAC), Family Action Collaboration Team of Seminole (FACTS) - district level), and Parent Teacher Association (PTA). While all parents are invited to participate in these organizations, only a small sampling of the parent population are involved in SAC, FACTS, or PTA.

In order to solicit feedback from as many stakeholders as possible, the Parent and Family Engagement Plan is shared with parents at Idylwild Elementary School (0821) via  school messenger, printed copy in front office and translation services will be provided as necessary


During parent and family engagement events, parents may be provided with event surveys (possibly in multiple languages) which could include input on ways to improve the events, rate the quality of what was offered, and share positive takeaways.

Title I schools are provided their funding allocations for the upcoming school year (typically late February) and Title I school leadership begin working on their schoolwide plans and budgeting. Title I school leadership will share their Title I plans with parents via SAC to solicit feedback on the Title I schoolwide plan, specifically the funds budgeted on parent and family engagement activities.

Once input on the PFEP has been collected, the plan will be sent to Federal Projects and Resource Development staff to review. Once returned to school leadership by Federal Projects and Resource Development staff, the PFEP will be approved by the School Advisory Council at the May SAC meeting.

Parent and Family Engagement Plan (PFEP)

B. If the school Parent and Family Engagement Plan is not satisfactory to the parents and families, how will the school submit the parents and families' comments with the plan that will be made available to the local education agency?

If the school Parent and Family Engagement Plan is not satisfactory to the parents and families, a Hydell Elementary School (3321)  representative will submit the parents and families' comments with the plan electronically and/or via courier to Federal Projects and Resource Development Department staff.

6. A. 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.

A printed summary of the Parent and Family Engagement Plan will be distributed to parents and families via school messenger. The complete PFEP will be shared with parents online at the beginning of the school year. Notice of its availability will be made through newsletter and through SchoolMessenger (via email, phone, or text). A printed copy will be available for parents in the front office and translation services will be provided as necessary. All SAC members will be provided with copies of the completed PFEP.

- Please list the languages into which your school currently translates the PFE plan.

Spanish


B. Describe how the school provides and makes the Parent and Family Engagement Plan available to the local community:

A copy of the most recent Parent and Family Engagement Plan will be posted on the school website.

7. A. How will each parent at the school be provided with an individual student report about the performance of their child on state assessments in at least mathematics, language arts, and reading?

Parents/guardians who have a valid email address on file in Skyward receive email notifications when state assessment results have been posted, as well as when progress reports and report cards are available. Parents/guardians who need assistance accessing student report cards and state assessment results may make arrangements with front office staff to obtain records.

B. 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:

Hydell Elementary School (3321)  staff will provide information regarding the appropriate learning standards. Specifics about curriculum and assessment will be shared with parents at the Title I annual meeting.

8. How will each parent be provided timely notice when their child has been assigned or taught for (4) or more consecutive weeks by a teacher who is not State certified or licensed?

*\*The four week letter notification of staff not being State certified or licensed is different from out-of-field notifications. A long-term substitute who is waiting for their FL educator's certificate and has been teaching in the same position/class for four or more consecutive weeks is not State certified. A third grade teacher with a valid FL educator's certificate without their Reading Endorsement is teaching out-of-field, though they are state certified.*

After four weeks of a student being taught by a core content area teacher who is not state certified or licensed, the school principal will provide letters to students to take home informing the parent of the teacher's status and what steps the teacher is taking towards certification or licensure.

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Parent and Family Engagement Plan (PFEP)

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

Parents will be notified at the Title I Annual Meeting and in August 2023, via <sup>school messenger and newsletter</sup> \_\_\_\_\_, that they have the right to request information on the professional qualifications of their child’s classroom teachers and paraprofessionals. They will also be informed of the steps for requesting this information.

**VI. Coordination and Integration**

10. Describe how the school coordinates and integrates parent and family engagement programs and activities with other federal, state, and local programs, i.e. Title II (professional development), Title III (English for Speakers of Other Languages), Title IV Safe and Healthy Schools (SCPS student support services) Title IX (Families in Need/McKinney-Vento.), IDEA (exceptional student education).

	Activity (what?)	Coordination (with whom?)
1	Kindergarten Orientation	All in coming kindergarten students are offered the opportunity to attend KinderCamp during the summer. (VPK)
2	Curriculum Night/ ESOL Night	All ELL families are invited to attend an ESOL night twice a year. First during curriculum night and second during Book Fair night. (Title III)
3	Orlando Science Night	Idylwild includes all VPK and ESE Pre-K aged classes in the communication of participations with Family Engagement Activities. (IDEA and VPK)

*Add more rows if needed.*

**VII. Annual Parent/Family Meeting**

11. Complete the table below documenting the dates and times of the Title I Annual Meeting. The meeting should be offered at flexible times and present the same information. One in-person, face-to-face meeting is required. In order to reach a wider audience of parents, the annual meeting presentation may be recorded and published online for a set duration of time.

Title I Annual meetings are 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. For more guidance, refer to the Annual Meeting FAQs in eCampus. Parent/community stakeholders may request a copy of the Title I Annual Meeting FAQs from the school’s Title I liaison.

	Date	Time	Format	Assistance Needed with Creating Online Option (Y/N)?
1	08/30/2023	10:00 am	On Campus <input type="checkbox"/>	No <input type="checkbox"/>
2	09/07/2023	5:00 pm	Online <input type="checkbox"/>	No <input type="checkbox"/>

*Add more rows if needed.*

**VIII. Building Parent Capacity**

12. Describe how the school will implement activities that build the capacity for meaningful parent and family engagement aimed at improving student academic achievement. Describe the actions the school will take to provide materials and training to help parents/families work with their child(ren). If included in your school

Parent and Family Engagement Plan (PFEP)

budget, describe how you utilize Title I Funds for transportation, childcare, or home visits for parent and family engagement. \*You may utilize district Title I staff as a resource for support.

	Content & Type of Activity	Rationale- why this activity?	Anticipated Impact on Student learning	Timeline	Monitoring Plan - Include person responsible, how the plan will be monitored, frequency, and what data/evidence will be collected
1	Student Lead Conferences building parent capacity	Students to showcase learning achievements	Increased Parental knowledge about curriculum, standards, and academic support, etc. correlates to higher student achievement	2 times a year	Attendance will be taken at Student Lead Conferences Parent Evaluation Form Instructional Coaches/School Administrators will be responsible
2	Science Center Family building parent capacity	Provide opportunity families to interact and gain an understanding science curriculum and standards.	Increased Parental knowledge about curriculum, standards, and academic support, etc. correlates to higher student achievement	Fall	Attendance will be taken at the Science Center Parent Evaluation Form Instructional Coaches/School Administrators will be responsible
3	Reading/Math Family Night	To engage families through and reading strategies to help support students at home.	Increased proficiency on FAST	Fall/Spring	Attendance will be taken at the Family night Parent Evaluation Form Instructional Coaches/School Administrators will be responsible

Add more rows if needed.

IX. Staff Development

13. Describe the professional development activities the school will provide to educate all 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.

\* You may utilize district Title I staff as a resource for support.

	Content & Type of Activity	Rationale- why this activity?	Anticipated Impact on Student Achievement	Are TIPA funds being used to support this PD?	Monitoring Plan - Include person responsible, how the plan will be monitored, frequency, and what data/evidence will be collected
1	Family Engagement PD	Provide teachers with strategies to foster home/school connections	Increase proficiency	No <input type="checkbox"/>	Dean weekly behavior report to leadership team and staff
2	Leader in Me	Provide teachers with strategies to foster home/school connections	Increase staff knowledge about Leader in Me to help support building parent capacity and home connections	No <input type="checkbox"/>	Administration will send monthly Leader in Me newsletters to families
3					

Add more rows if needed.

X. Accessibility

14. Describe how the school will provide opportunities for full 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.

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School newsletters, flyers, SchoolMessenger, phone calls, school brochures, school website, and social media will include information about opportunities for participation in parental involvement activities.

If necessary, based on population trends, printed information will be provided in multiple languages. If possible, designated staff members will be available to coordinate translations/explanations of any documents not fully translated, especially all Title I compliance documents. Social media may be used to communicate information on upcoming events and ways that parents and families can become involved. This information will also be available on the school website and shared via SchoolMessenger. A parent or guardian may request to have a translator present for conferences and/or other meetings as applicable.

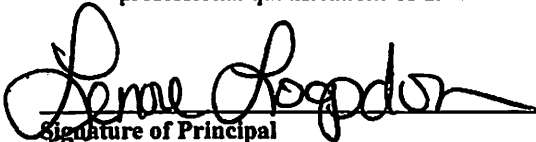
Staff members and district support may be available to assist parents/guardians in other ways, which may be needed. Parents may call the school at (407) 320-3750 to request additional assistance, if needed.

**XI. Assurances**

I, Lenore Logsdon (print name of Principal), 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 projects, where prohibited.

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 through Title I, Part A schools 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 state 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.

  
\_\_\_\_\_  
Signature of Principal

4/18/23  
\_\_\_\_\_  
Date Signed