

# *Seminole County Public Schools*

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



PARENT & FAMILY  
**ENGAGEMENT**

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TITLE I

## **Spring Lake Elementary School**

Title I Parent and Family Engagement Plan (PFEP)

2021-2022



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.

I, **Kammi Berry** (print name of Principal or Designee), 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.

**I. Assurances**

The school will:

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

**Kammi Berry**  
Signature of Principal or Designee

**9/14/2021**  
Date Signed

## II. Parent and Family Engagement

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

1. How will the school involve parents and families in the decisions regarding how funds for parent and family engagement will be used? Include *at least* one strategy that allows for two-way communication between families and school staff.

Parents and families are involved through participation in the following groups responsible for the planning, review, and improvement of Title I programs: SAC (School Advisory Committee), FACTS (Family Action Collaboration Team of Seminole-district level), and PTA (Parent Teacher Association). All parents receive an application sent home via their child to apply to be a part of Spring Lake's SAC and PTA. Parents must fill out the application and return to their child's teacher. Part of the application process requires parents to state their interest in becoming part of SAC or PTA. SAC members are selected through parent vote.

All parents/guardians of Spring Lake students have various opportunities for input in Title I activities. During all Spring Lake Parent & Family Engagement events (Grade level events, Curriculum Night, PTA sponsored events, et cetera) parents receive a Family Event Feedback Form in English and/or Spanish to give input on ways to improve these nights as well as comment on what they liked about the event. Parents will be involved in the development of Title I required plans during SAC meetings as well as during FACTS meetings. SAC members are presented with a draft and provide input on the Parent and Family Engagement Plan, which includes related Title I expenditures, at the end of the current school year in preparation for the coming year.

2. How will the school jointly develop, review, and revise the school Parent and Family Plan *with* parents and families? Include *at least* one strategy that allows for two-way communication between families and school staff.

Parents and families were encouraged via the Manatee Minutes (school newsletter) to provide input for the development of the Parent and Family Engagement Plan and other school documents for the 2020-2021 school year. Input and comments were to be submitted to the Title I Liaison. Additionally, parents and families were encouraged to complete Spring Lake's Title I Family Feedback Survey.

The School Advisory Council (SAC) provides input on the Parent and Family Engagement Plan during the school year. The plan for the current year is reviewed at the beginning of the year and the draft plan for the coming year is presented at the end of the school year. SAC members are welcomed to provide feedback on family engagement events throughout the school year. The Parent and Family Engagement Plan is reviewed with the school community at the Annual Title I Parent Meeting.

3. 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.

The Parent and Family Engagement Plan is located in the Title I Binder in Spring Lake's front office and on our school's website ([www.springlake.scps.k12.fl.us](http://www.springlake.scps.k12.fl.us)). Parents and families can also request a copy from the front office. The Parent and Family Engagement Plan is currently available in English and Spanish. The Parent and Family Engagement Plan can be translated in other languages upon request.

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

The Parent and Family Engagement Plan available to the local community through the Title I Binder in Spring Lake's front office and on our school's website ([www.springlake.scps.k12.fl.us](http://www.springlake.scps.k12.fl.us)). Copies can be requested from the front office. The Parent and Family Engagement Plan is also presented to the SAC.

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

The input of parents and families on the Parent and Family Engagement Plan is welcomed and used in development of the plan to achieve more effective parent and family engagement and drive revisions to the plan. Feedback is consistently collected on the programs and events included in the Parent and Family Engagement Plan through our Family Engagement Events Feedback Surveys.

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

When student FSA scores have been released by the Department of Education, the state sends schools an individual student report for each child that outlines their performance in Mathematics, ELA (language arts and reading), and Science, if applicable. The school communicates with families via communication systems such as texts, emails, and callouts, to notify parents once these reports have arrived so they may pick up their child's detailed score report. Additionally, parents receive general information about their child's score in the Skyward Family Access system.

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

Notification letters are sent home to families of children who have been assigned or have been taught for four or more consecutive weeks by a teacher who is not certified or licensed, as applicable.

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

In SCPS, families from all Title I schools are given timely notification, at the beginning of the school year, of their right to request information on the professional qualifications of their student's classroom teachers and paraprofessionals. This information is provided annually, through various means, including our school district handbook and website, our Title I Corner on the school's website and our Title I Parent and Family Informational Binder in the school's front office. At our campus, pertinent responses are provided to all parental information requests.

### III. Coordination and Integration

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

Program/Activity	Coordination
Kindergarten Round Up  Title III (ESOL), Title IX (FIN), IDEA(ESE) and VPK	Parents from throughout the community will be invited to participate in Kindergarten Round Up before their child begins KG the following school year. Parents will be informed of the availability of summer VPK in the county. Parents will also be informed on the Kindergarten curriculum as well as important skills for students to have before entering Kindergarten. Parents of incoming students will be provided with materials that can be used to prepare their children to transition into Kindergarten.
Parent/Title I Student Academic Events  Title III (ESOL), Title IX (FIN), IDEA(ESE) and VPK	Spring Lake will host Curriculum Night, which will inform parents of what to expect from the grade level curriculum and how to assist their child at home. Title I Family Engagement Events will focus on strategies and activities that parents can use to support student learning in ELA, Math and Science. Two book fairs will also be held throughout the year to put affordable books in the hands of our students. All events are advertised with event flyers that are sent home with students, announcements in the Spring Lake newsletters and on the website and posted on the Title I information board in the front office.
VPK, ESE PreK/PreK  Title III (ESOL), Title IX (FIN), IDEA(ESE) and VPK	Spring Lake offers both a half day and full day program to our community. Kindergarten teachers provide a list of skills PreK students should have mastered before they enter Kindergarten, and the list of skills will be sent home to PreK parents. PreK parents are invited to Kindergarten Round up and all PreK families are invited to all Title I event parent nights at our school as well as district level Title I events.
IDEA	Supplemental instruction and support is provided by school and outlined in the IEP.
Title II	The district provides ongoing professional development in the core subject areas and teaching strategies to ensure quality instruction and student success.
Title III	The district ESOL coordinator and staff provide ongoing support and professional development for teachers to ensure instructional best practices are utilized.
Title X- Homeless	The staff of Spring Lake works closely with the Families in Need Program supports students and families keeping them in their home school and removes barriers that might contribute to exclusion or enrollment delay.

**IV. Annual Parent/Family Meeting**

9. Describe the specific steps the school will take to conduct at least two Title I meetings 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.

	<b>Activity/Tasks</b>	<b>Person Responsible</b>	<b>Timeline</b>
1	Develop agenda, sign in sheets, handouts and/or presentation materials for Annual Title I Meetings	School Administration Manager, Title I Liaison	August
2	Develop, advertise/publicize and disseminate invitations for Annual Title I Meetings	School Administration Manager, Title I Liaison	September & January
3	Conduct Title I Meetings at flexible times and days	School Administration Manager, Title I Liaison	September & January
4	Maintain documentation	School Administration Manager, Title I Liaison	All year
5	Develop a brochure stating what Title I provides for families and the rights of parents	Title I Liaison	September

**V. Flexible Parent/Family Meetings**

10. Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening. In addition, provide with Title I Funds, transportation, childcare, or home visits, as such services relate to parent and family engagement. \*You may utilize district Title I staff as a resource for support.

An annual Title I meeting for parents is offered during the first quarter of the year. The annual Title I meeting will be hosted before our curriculum night (all grade levels have curriculum night the same night). All parents will receive a copy of Spring Lake’s Title I brochure so even if they are unable to attend, they will have access to the information. The brochure also includes the phone number of the Title I Liaison for questions in English, and the secretary’s phone number for questions in Spanish. Parents may schedule Parent/Teacher conferences during the school day (during teacher planning time) and the school offers evening events to accommodate parents who work during the day. Spring Lake hosts multiple events at different times throughout the school year to be able to reach the maximum number of parents possible. Morning events are from 7-7:50 am and evening events are from 6-7:30pm. Our Curriculum Night runs from 5:30-7:30 with each classroom teacher doing four, 30-minute presentations so parents can come at the most convenient time for them. If families are in need of assistance or services related to attendance at such events (such as transportation, childcare, or home visits), they may contact the School Counselor or School Social Worker. Title I Funds will be used as needed.

## VI. Building Capacity

11. Describe how the school will implement activities that build the capacity for meaningful parent and family engagement. Describe how the school will implement activities that build the capacity of parents and families to improve their students' academic achievement. Describe the actions the school will take to provide materials and training to help parents/families work with their child(ren). Include information on how the school will provide other reasonable support for parent and family engagement activities as parents and families may request. \* You may utilize district Title I staff as a resource for support.

	<b>Content &amp; Type of Activity</b>	<b>Person Responsible</b>	<b>Anticipated Impact on Student Achievement</b>	<b>Timeline</b>	<b>How Will You Demonstrate Effectiveness of Strategy/Activity?</b>	<b>SIP Goal (1, 2 or 3)</b>
1	The Reading and Writing Connection	Classroom teachers/grade level teams	The primary objective of this activity is to engage families in activities that engage and empower families to support their children's academic achievement. Families will engage in interactive activities with practices and strategies that maximize reading and writing success.	September 2021	Parent sign-in sheets, parent evaluation forms and improvement in iReady scores of attending families.	3
2	Math Mornings	Classroom teachers/grade level teams	The primary objective of this activity is to engage families in activities that reinforce skills learned in the classroom. Parents will work one-on one with their child exploring hands-on, standards aligned activities. They will gain skills and strategies that can be used to help their child with math at home.	November 2021	Parent sign-in sheets, parent evaluation forms and improvement in iReady scores of attending families.	3
3	STEAM Expo	Classroom teachers/grade level teams	The primary objective of this activity to supplement and enhance the science curriculum by giving families the opportunity to	January 2022	Parent sign-in sheets, parent evaluation forms and improvement in iReady/FCAT Science scores of attending families.	3

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			experience hands-on fun that is innovative and in line with Florida State Standards.			
4	FSA Info/ Reading Under the Stars/ Spotlight on Reading	Classroom teachers/grade level teams	The primary objective of this activity is to engage families in activities that engage and empower families to support their children's academic achievement. Families will engage in interactive activities with practices and strategies that maximize reading and writing success.	March 2022	Parent sign-in sheets, parent evaluation forms and improvement in iReady scores of attending families.	3

Parent and Families are encouraged communicate interest/needs that can be supported by family engagement activities through our Family Engagement Feedback Form given to the families after Family Engagement events. Additionally. parents and families may contact the Title I Liaison with requests.

**VII. Staff Development**

- Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other staff in how to reach out to, communicate with, and work with parents and families as equal partners, in the value and utility of contributions of parents and families, how to implement and coordinate parent/family programs, and in building ties between parents/families and the school.  
 \* You may utilize district Title I staff as a resource for support.

	<b>Content &amp; Type of Activity</b>	<b>Person Responsible</b>	<b>Anticipated Impact on Student Achievement</b>	<b>Timeline</b>	<b>How Will You Demonstrate Effectiveness of Strategy/Activity?</b>	<b>Are TIPA funds being used to support this PD?</b>
1	SCPS Bully Prevention Procedures & PBS	Administration Manager & Guidance	Improve the ability of the staff to identify, provide support, create a safe and learning conducive classroom as well as intervene and refer bullying to administration	September, October and Throughout the Year	Grades on eCampus Bullying Course, Professional Development Learning Logs	No
2	LSI Trainings	Administration and Coaches	Improve the level of instructional rigor in all classrooms	Throughout the Year	Professional Development Learning Logs, Feedback in	Yes

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			through feedback and practice		Growth Tracker or iObservation, Rigor Walk Data	
3	Teaching Strategies & Data Reviews	Administration and Coaches	Improve the ability of the staff to implement high yield teaching strategies	Throughout the Year	Professional Development Learning Logs, PLCs, iReady Diagnostic Data	No
4	Differentiated Technology	Administration, Coaches and Teacher Leaders	Improve the staff's ability to implement blended and distance learning resources.	Throughout the Year	Professional Development Learning Logs	No
5	5 Essentials: Collaborative Teachers & Involved Families	Administration and Coaches	Improve the building of community and Supportive relationships teacher-to-teacher and teacher-to-family	Throughout the Year	Professional Development Learning Logs, PLCs	No
6	School Safety	Administration, Coaches and Teacher Leaders	Improve the ability of the staff to identify issues, provide support, and create a safe learning environment.	Throughout the Year	Professional Development, Learning Logs	No
7	Social Emotional Learning	Administration and Guidance	Improve the ability of the staff to identify issues early and teach students in socialization.	Throughout the Year	Professional Development, Learning Logs	No

**VIII. Other Activities**

13. Describe any other activities the school will implement to encourage and support parents and families to more fully participate in the education of their children.

Spring Lake provides resources to families through our monthly newsletter, Title I page on our school's website and Title I Bulletin Board. Families have access to links to academic resources such as iReady, CPALMS, Think Central, BrainPOP, Reading Street, and TumbleBooks in the Student Portal. Spring Lake also has a Title I Bulletin Board in our Front Office where families can view flyers of family engagement workshops offered by SCPS, Title I Family Engagement Activities and Title I Information.

## **IX. Communication**

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

14. Timely notification about the Title I programs:

Spring Lake's website, parent newsletters, and electronic marquee will be used to disseminate important information about resources or family events to parents. The Tuesday/Thursday take-home folder will also be used to disseminate information regarding Title I programs as parents are familiar with the Tuesday/Thursday folder and know to view the information in this folder when it arrives home.

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

Spring Lake hosts Open House, Curriculum Nights, FSA Night and Parent Conferences to communicate with parents about the forms of academic assessments used to measure student progress and the achievement levels students are expected to obtain. These avenues assist parents in understanding what is expected of their child academically in each grade level as well as engage families in activities that encourage and support them in participating in their children's education.

16. 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):

Teachers schedule parent conferences in the fall and throughout the year, as needed, to discuss the curriculum and review student assessment data and related achievement levels. Parents may contact the teacher to request an additional parent-teacher conference by phone or in-person throughout the year.

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

Parents have the opportunity to provide feedback and input annually on the Snapshot Survey and in the SAC meetings. The Snapshot Survey results can be accessed by the District. Additionally, SAC minutes are submitted to the district monthly for Title I compliance.

## **X. Accessibility**

18. 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.

All mailings, Title I information and school documents will be made available to parents in English and can be translated into Spanish at Spring Lake. All mailings, Title I information and school documents can be translated into other languages upon parent request. Parent conferences or other parent meetings will be translated in Spanish upon request, and if needed, a county volunteer will be arranged to translate into other languages (including American Sign Language and Braille).

Flyers sent home to parents will have a phone number available to call if a parent/guardian needs special assistance

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to attend an event.

Information regarding family engagement events or important parent information will be disseminated in a variety of ways, including flyers, phone messages, labels in planners, emails, newsletters in English and Spanish, information written on school marquee, and pertinent information posted on school’s website.

Information is always readily available in English and Spanish, and, for some important documents, in Creole. Guidance can arrange to have any documentation or information parents request translated into parents' native language. As for conferences or other parent meetings, bi-lingual staff members can translate into Spanish.

**XI. Discretionary Activities**

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

	Activity	Description of Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1	Parent/Teacher Conferences	Teachers hold conferences with all parents within the first 90 days of school, when there are concerns and when parents request.	Teachers	One Year’s Growth in One Year’s Time	First 90 days of school and year long
2	Curriculum Night	Teachers meet with families at the beginning of the year to set expectations.	Teachers	One Year’s Growth in One Year’s Time	August 2021
3	Dividend Brunch	Interested community members meet to learn about opportunities to assist Spring Lake Elementary students.	School Administration Manager	One Year’s Growth in One Year’s Time	August 2021 and year long

**XII. Building Capacity Summary**

20. 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.

	Content and Type of Activity	Number of Activities	Number of Participants	Demonstrated Impact on Student Achievement	Data Source Used
1	Title I Meeting	1	45	The percent of students predicted to be proficient increased from 34% to 57% in Reading and 19% to 54% in Math	iReady Diagnostics 1-4 Data
2	Curriculum Night (Grade level curriculum and	1	239	The percent of students predicted to be proficient increased from 34% to	iReady Diagnostics 1-4 Data

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	expectations)			57% in Reading and 19% to 54% in Math	
3	The Reading & Writing Connection	1	104	The percent of students predicted to be proficient increased from 34% to 57% in Reading and 19% to 54% in Math	iReady Diagnostics 1-4 Data
4	Spotlight on Reading	1	67	The percent of students predicted to be proficient increased from 34% to 57% in Reading and 19% to 54% in Math	iReady Diagnostics 1-4 Data
5	Family Math Night	1	66	The percent of students predicted to be proficient increased from 34% to 57% in Reading and 19% to 54% in Math	iReady Diagnostics 1-4 Data
6	Family Science Night	1	83	The percent of students predicted to be proficient increased from 34% to 57% in Reading and 19% to 54% in Math	iReady Diagnostics 1-4 Data

**XIII. Staff Development Summary**

21. 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.

	Content and Type of Activity	Number of Activities	Number of Participants	Demonstrated Impact on Student Achievement	Data Source Used
1	Progress Monitoring/Data Analysis/Calculating Learning Gains/Weekly Data Chats	26	32	Improve the ability of teachers to collect, track and maintain ongoing data analysis of student work or assessments to support student interventions, core instruction and communicate to parents their students' performance.	Progress Monitoring/Data Analysis/Calculating Learning Gains
2	SCPS Bully Prevention Procedures and Policies	1	73	Improve the ability of the staff to identify, provide support to students and their families, create a safe and learning conducive classroom as well as intervene and refer bullying to administration.	SCPS Bully Prevention Procedures and Policies

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3	LSI Training Rigorous Tasks Supportive Teams	6	50	Improve the ability of the teachers to teach with rigor through research-based strategies and use teaming structures to enhance student learning.	Growth Tracker, Standards Tracker, iObservation, iReady
4	Child Abuse Training	1	72	Improve the ability of staff to identify, provide support to students and families and report child abuse.	Child Abuse Training
5	Emergency Procedures/Active Shooter Training	1	71	Improve the ability of staff to respond to emergency situations in an appropriate, safe, and timely manner based upon district procedures.	Emergency Procedures/active Shooter Training, SRO
6	Positive Behavior Support (PBS)	4	68	Improve the ability of staff to implement PBS strategies in the classroom/school as well as improve communication with parents about students' behavior, expectations, interventions and how to use PBS in the home.	EdInsight Data, School Discipline Data, PD Logs

**XIV. Barriers**

22. Describe the barriers that hindered participation by parents and families during the previous school year in parent and family engagement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents and families who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). \*Consider utilizing input from your FACTS family representatives, SAC, or PTA.

	<b>Barrier (including the specific subgroup)</b>	<b>Steps the School will take to Overcome</b>
1	People unable to come to campus and/or uncomfortable with coming on campus due to COVID concerns (even for drive-thru pick up)	Remove the need to pick up materials from campus for family engagement activities
2	Access to technology	Computers and hotspots available for family use
3	Comfort and knowledge of use of systems needed for accessing technology and using programs	Tutorials for parents and "how to" step guides

**XV. Best Practices (Optional)**

23. 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 current climate.

	<b>Parent and Family Engagement Activity/Strategy</b>	<b>Outcomes</b>
1		