

## **Seminole Elementary School**

### **Title I, Part A Parent and Family Engagement Plan 2025–2026**

I, **Sonya VanderMolen**, 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.

#### **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 ESEA Section 8101;
- ✓ Engage the parents and family of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for family engagement are spent [Section 1116(b)(1) and (c)(3)];
- ✓ Jointly develop/revise with the family that has custodianship of the student the school parent and family engagement policy and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1116(b)(1)];
- ✓ Engage parents and family, 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 policy and the joint development of the school wide program plan [Section 1116(c)(3)];
- ✓ Use the findings of the parent and family engagement policy review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's parent and family engagement policy [Section 1116(a)(2)(C)];
- ✓ If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];
- ✓ Provide to each parent and family an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];

- ✓ Provide each parent and family timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not certified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)]; and
- ✓ Provide each parent and family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112(e)(1)(A)(i)(I) and Section 1112(c)(1)(A)(ii)].

*Sonye Vander Molen*

Signature of Principal or Designee

June 12th, 2025

Date Signed

### Summary of 2024–2025 Family Engagement and Needs Assessment

This process will help your family engagement committee (which includes parents and other stakeholders) make data-driven decisions about plan implementation for the upcoming year.

Family Engagement Fiscal Overview		
Total Parent & Family Allocation for 2024–25	Total Family Engagement Funds Expended during 2024–25	Total Family Engagement Funds Remaining
TIPA \$ 1,982.00 TV \$ 259.00 TOTAL <b>\$ 2,241.00</b>	\$ 2,125.46	\$ 115.54
<b>If you have remaining funds, explain why they were not fully expended?</b>	Originally we budgeted for more hours for our Parent Family Engagement Planning for teachers to complete the work. However, a few teachers were not available both dates that we met, therefore we did not spend the full amount allocated.	

Building Capacity Summary (2024–25)		
Family Engagement Data Tracker		
Name of Training (add all activities from the 24–25 school year)	Number of Participants (this number should equal the number listed on sign-in sheets)	Results (How do you know this activity was successful? Include data and/or survey results)
Annual Title I Parent Meeting	64	Due to the need to postpone our Title I Annual Meeting twice because of school closures from hurricanes, Mrs. VanderMolen recorded the meeting as a video and shared it with families through

		our school newsletter. Our newsletter is distributed via Smore, which allows us to track how many individuals viewed the embedded video. Although we weren't able to meet with families in person, sharing the video allowed for more engagement with the information than we have seen in previous years.
Open House	579	At Open House, parents had the opportunity to learn more about Skyward and connect with staff members who could provide important information related to their child for the new school year.
Spooktacular Event	213	Parents received literacy handouts, such as bookmarks, with tips on how to support their child's reading comprehension. Mrs. Greseth also provided valuable information on resiliency, and families had the opportunity to visit her booth and learn more.
Literacy Night with New Worlds Read	19	Parents were educated on literacy techniques for their children. They were given a book to take home and had the option to register for complimentary home book deliveries.
Summer Resources	24	Parents of ESE and ELL students in Kindergarten through 3rd grade were invited to our Summer Resources Event, where we shared helpful strategies for supporting reading at home over the summer. Families received login information for the programs we use, and each student took home two decodable books from Just Write Reader, which include additional activities accessible through a QR code.
Grandparents Day Reading Event	116	Grandparents were invited to attend our 1st Annual Grandparents Day at school, where they had the opportunity to read to their littles and listen as their grandkids read stories to them. We received wonderful feedback from grandparents

who attended, expressing how much they appreciated having a day dedicated just for them. It was a meaningful and memorable experience for both our students and their special guests!

Only activities that were included in your school's 24-25 Parent and Family Engagement Plan have been listed. If an activity wasn't held, a zero should be included in the "Number of Participants" column with an explanation why the event wasn't held in the "Results" column.

### Staff Family Engagement Training Summary (2024-2025)

<b>Name of Training</b> (add all trainings from the 24-25 school year)	<b>Number of Participants</b> (this number should equal the number listed on sign-in sheets)	<b>Results</b> (How do you know this training session was successful? Include data and/or survey results)
Florida Inclusion Network	37	Seminole partnered with the Florida Inclusion Network to provide training focused on strengthening collaboration between our general education and inclusion teachers. As part of this support, they conducted classroom walkthroughs and offered targeted feedback to our inclusion teachers on their instructional practices. As a result, we saw noticeable improvements in the inclusive practices being implemented by our inclusion teachers.
Apptegy Training	40	All teachers received training on our district's new family communication App, Thrillshare/Apptegy. Following the training, every teacher actively used the App to keep parents informed about their child's progress at school.
Small Group Instruction	31	Seminole hosted a professional development session on small group instruction, led by our instructional coach and provided to all teachers. The training focused on the ideal structure of ELA and Math instructional blocks, as well as the impact and effectiveness of implementing small group instruction.
Math Problem Solvers	16	Mrs. VanderMolen customized a professional development session on Building Math Problem Solvers, originally from the Heartland Consortium, to align with the specific needs of Seminole's teachers. As a result, teachers began restructuring their math blocks and incorporating more intentional questioning strategies to help students strengthen their problem-solving skills.

IEP Writing	3	Mrs. Drazick led a training session with our inclusion teachers focused on writing effective IEPs and implementing successful strategies to support their students. As a result, our inclusion teachers began designing more targeted and effective small group lessons for their ESE students.
De-Escalation	78	Mrs. Feldman, our behavior interventionist, collaborated with the district behavior analyst to develop a de-escalation training for all teachers and paraprofessionals at Seminole. The training centered on strategies to support students while preventing escalation and maintaining a calm, constructive learning environment.
Rubric Training	29	Mrs. Peaden designed a professional development session focused on creating effective rubrics aligned with the essential standards identified by each grade level. As a result, teams began engaging in the process of developing these rubrics. While some grade levels demonstrated strong commitment to the work, others showed less engagement, indicating room for growth in this area.
Gradebook & Student Progression	28	Mrs. VanderMolen's Gradebook and Student Progression PD covered key topics to support consistent grading. It focused on timely parent notification, clear assignment naming, and applying grading guidelines. As a result, teachers are better equipped to manage late work, make necessary policy adjustments, document accommodations, and accurately enter transfer grades.
Literacy First PD	22	The Literacy First PD focused on the explicit teaching of comprehension skills and strategies to support student understanding of complex texts. Teachers learned how to scaffold instruction to gradually build student independence while connecting multiple components of fluent, skilled reading. As a result, teachers are better prepared to strengthen students' reading foundations, which directly supports their ability to write with clarity and purpose. This training will help our teachers more effectively integrate reading and writing instruction to improve overall literacy outcomes.

Only training sessions that were included in your school's 24-25 Parent and Family Engagement Plan have been listed. If a training wasn't held, a zero should be included in the "Number of Participants" column with an explanation why the event wasn't held in the "Results" column.

## Parent & Family Engagement Plan (PFEP) 2025-2026

**Seminole Elementary School** shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. [Section 1116(b)(1)]

The review and development of the PFEP is held at the end of the school year as an evaluation of your school's family engagement process. This is also an opportunity to connect with parents to start planning for the upcoming school year.

2	<b>Explain the role of parents in the review and revision of the PFEP?</b>	<p>The school seeks parent input frequently via a series of sponsored events and committee meetings of the School Advisory Committee (SAC) and the Parent &amp; Family Engagement Committee (PFEC). All Title I events and meetings are documented by sign - in sheets and an agenda. Committee meetings will also be documented via summary notes and/or minutes. The SAC and PFEC are responsible for reviewing the annual school climate survey, planning for use and application of PFE budget/funds, and any needed changes or updates to the PFEP. The PFEP will be developed using parent input from the annual district-sponsored (by-school) climate survey, a meeting of the PFEC in early April/May annually, and input collected during fall events in August and September, like the annual goal-setting meeting and the first SAC meeting of the school year.</p>
3	<b>When will your school distribute and explain the 2025-26 PFEP to parents and family members?</b>	<p>The 2025-26 PFEP will be made available on the school's website by early October, and copies in English and Spanish will be placed on the office counter at the same time for public inspection and acquisition. The PFEP will also be explained at</p>

		the Annual Title I meeting in early September.
--	--	--

<b>4</b>	<b>Identify the various formats your school will use to distribute the 2025-26 PFEP?</b>	The formats to be used for distribution of the PFEP for 2025-26 are: school website, Rooms, parent newsletters, copies in two languages on the office counter in the main office.
----------	--	---

**Seminole Elementary School** shall involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school’s programs, the school may use that process, if such process includes an adequate representation of parents of participating children. [Section 1116(c)(3)]

<b>5</b>	<b>Describe how parents participate in developing the family engagement program and activities.</b>	As previously described, select parents are invited to the annual PFEP work session in early April/May. The Principal posts invitations in the school newsletter and the Assistant Principal follows up by ensuring parent representation in the group. Parents are also invited to provide feedback on the annual district (school by school) survey. Results of the survey are considered during the annual planning committee work session in early June, Parents are also afforded opportunities to provide input at engagement events, both formally and informally throughout the school year.
----------	---	--

<b>6</b>	<b>Explain the role of parents when developing the schoolwide program.</b>	Parents participate as described above, as well as in the School Improvement Planning (SIP) process through involvement in the School Advisory Committee (SAC) and the Parent & Family Engagement Planning Committee (PFEP). Major annual school-wide focus areas are determined via these processes in combination with district level initiatives related to the strategic plan, and needs assessment data analysis conducted during annual “reflection” meetings hosted by the Principal.
----------	--	--

**Annual Title I Meeting**

**Seminole Elementary School** shall convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved. [Section 1116(c)(1)]

7	<b>When and where will the annual Title I Meeting take place?</b>	The annual Title I Meeting will be recorded and linked to parent newsletters, shared on the school website, and pushed to parents through Rooms.
8	<b>How will parents be notified about the annual Title I meeting?</b>	The school will notify parents of the annual meeting via posting on the website events calendar, the school's Facebook page, by mass email, verbal and text announcements via Skyward Messenger, and via the Parent Newsletter.
9	<b>Who is responsible for conducting the annual Title I meeting?</b>	The Principal is ultimately responsible for conducting the annual Title I meeting. The Principal is assisted by the Assistant Principal. Interpretive assistance is also provided by the school's Migrant Advocate, or other Spanish speaking employee.

**Flexible Meetings**

**Seminole Elementary School** shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement. [Section 1116(c)(2)]

10	<b>Describe the types of meetings your school will offer parents.</b>	Seminole Elementary will offer the following parent meetings: SAC, PTO, the Parental Involvement Committee (PI), Virtual Title I Annual Meeting, Virtual APTT, math/literacy informationals (e.g., Accessing Footsteps to Brilliance), SEM Webinars., specialized MTSS/504 Parents attending the SAC meetings will be responsible for planning, reviewing, and improving the Title I program; implementing parent involvement initiatives; approving funding for and approval of Title I and student incentives.
11	<b>Describe the flexible meeting schedule your school will offer</b>	Seminole Elementary will provide in person and virtual meetings with flexible days. The time has been shifted to be

	<b>parents.</b>	later in the evening, allowing more parents to attend after they get off of work.
12	<b>How will your school assist with transportation, childcare, or home visits when requested?</b>	Transportation and childcare assistance will be provided for literacy/curriculum nights when requested. Web conferencing will be provided for families to access meetings from their home.

**Communication**

**Seminole Elementary School** shall provide parents of participating children—

- A. timely information about programs under this part;
- B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
- C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. [Section 1116(c)(4)]

13	<b>Describe how your school will provide timely information to parents about Title I, Part A programs and activities throughout the school year?</b>	Invitations to attend programs or activities—either in person or through web conferencing—will be shared with all parent contacts through multiple channels. These include social media (Facebook), the schoolwide Apptegy app, and flyers sent home with each student. The school marquee will also display the event date. To encourage greater participation, communications will be sent out more than once and provided in both English and Spanish. Important details will be highlighted in our Parent Newsletter, and videos will be created and shared, as we’ve seen increased engagement from families through video content.
----	--	--

14	<b>List the tools and resources you will use to provide timely information to parents about Title I, Part A programs and activities throughout the school year.</b>	At Seminole Elementary, we communicate important events and activities using a variety of methods to ensure all families stay informed. We share information through our school’s Facebook page, flyers sent home with students, the school marquee, the Apptegy app, and our Parent Newsletter. These multiple channels help us reach as many families as possible and keep everyone connected to what’s happening at school.
----	---	--

<p><b>15</b></p>	<p><b>Give a description and explanation of the curriculum used at your school.</b></p>	<p><b>**Reading:**</b> Seminole Elementary uses the district-adopted reading curriculum, *SAVVAS MyView Literacy*, which incorporates high-impact teaching strategies to support vocabulary development, reading fluency, and all key components of reading. The program also includes resources for differentiated instruction to meet the needs of all learners. To further support students, we use *Renaissance Learning* tools like STAR Early Literacy and STAR Reading to help identify areas for remediation and guide instruction.</p> <p><b>**Writing:**</b> Daily writing is embedded in the *MyView* curriculum. In addition, the district implements *Top Score Writing*, which provides structured lessons and access to informative, opinion/argumentative, and narrative writing passages to support strong writing instruction.</p> <p><b>**Math:**</b> For math, we use *Go Math* by HMH. This program helps students become confident problem solvers through teacher-guided instruction that builds mathematical reasoning, encourages classroom discussion, and develops essential math habits. The curriculum supports teachers in delivering effective, student-centered instruction.</p> <p><b>**Science:**</b> Beginning with the 2025–2026 school year, our science curriculum will use *STEMscopes*, which includes lab kits that allow students to engage in hands-on, interactive learning experiences to explore scientific concepts.</p>
------------------	---	---

<p><b>16</b></p>	<p><b>Give a description and explanation of the forms of assessment your school uses to measure student progress.</b></p>	<p>All students in grades K–5 participate in the STAR diagnostic assessments for reading and math three times a year to monitor growth and guide instruction. Additionally, students in grades 3–5 complete the FAST (Florida Assessment of Student Thinking) assessments three times annually. End-of-unit assessments are administered after each group of lessons aligned to specific standards to measure student understanding. Writing diagnostics are conducted twice a year to track progress in written expression. All classrooms also use the i-Ready diagnostic three times a year to provide further insight into student performance and support targeted instruction.</p>
------------------	---	--

<p><b>17</b></p>	<p><b>Give a description and explanation of the achievement levels students are expected to</b></p>	<p>Students are expected to perform at grade level on ELA, math, and science standards.</p>
------------------	---	---

	<b>obtain.</b>	
--	----------------	--

<b>18</b>	<b>What decision-making opportunities are available for parents at your school?</b>	Families are provided with multiple opportunities throughout the year to be involved in school decision-making. This includes participation in the development of the Parent and Family Engagement Plan (PFEP), the Student-Teacher-Parent Compact, and contributing to curriculum decisions through SAC/PTO meetings. Parents are also encouraged to offer input on budget recommendations for instructional materials and student learning opportunities during these meetings.
-----------	---	---

<b>19</b>	<b>How will the school communicate opportunities for parents to participate in decision-making?</b>	Invitations to participate will be shared with all parents through multiple platforms, including social media/Facebook, the schoolwide Apptegy app, and flyers sent home with each student. Opportunities for decision-making will be provided through surveys, which will be shared via links posted on Apptegy, Google Classroom, and Facebook. To encourage higher participation, multiple invitations will be sent, and all communications will be provided in dual languages.
-----------	---	--

If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency. [Section 1116(c)(5)]

<b>20</b>	<b>Briefly describe how and when the schoolwide program plan is explained to parents. Also, how will your school address unsatisfied parents?</b>	The program is explained at annual Title I Meeting, and via published documents required by the Title I Program. If parents have negative comments, give the comments to the principal who will present them to the district office.
-----------	---	--

## Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, **Seminole Elementary School** shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child’s progress and work with educators to improve the achievement of their children. [Section 1116(e)(1)]

21	Name of Activity	Resources planned to assist parents	Actions planned to assist parents
	Open House	Families will receive information on classroom routines, procedures, grade-level standards, and curriculum expectations.	Teachers will provide strategies, tools, and resources that families can utilize at home and within the community to support and accelerate student learning.
	Academic Parent-Teacher Teams (APTT) (Virtual with 1:1 conferences as requested by parents)	Families and teachers collaborate to support student success both at school and at home. During the event, teachers provide presentations, handouts, and take-home materials tailored to each student's academic progress.	Teachers share grade-level information, tools, and strategies that families can use at home and in the community to help accelerate learning. Families may also request a one-on-one conference with the teacher for more personalized support.
	PTO activities will target STEM, Science, Math, Reading, & Florida Standards Assessments	Families receive access to weblinks and detailed information related to academic programs and curriculum used in the classroom. This includes i-Ready Reading and Math for students in grades K-5 and Footsteps2Brilliance for students in grades K-2. These digital platforms support skill development in alignment with grade-level standards and provide opportunities for extended learning at home.	Provides parents with practical tools and educational resources specifically designed to support their child's academic success in English Language Arts (ELA), mathematics, and science for grades K-5. Families learn strategies they can implement at home to reinforce classroom instruction and promote continued growth in core subject areas.
	Title I Annual Meeting (Virtual)	Families will receive comprehensive information about the grade-level curriculum, academic programs, and classroom activities. This overview will also include a clear explanation of the grade-level standards to help families understand the learning goals and expectations for their students.	Parents will be provided with a variety of tools, resources, and practical strategies that can be used both at home and within the community to support and accelerate their child's academic progress. These approaches are designed to reinforce classroom learning and foster student achievement beyond the school environment.
	Spooktacular	Families will receive important information about building resilience, along with login details for the Skyward parent portal. Support will also be available to assist parents in accessing and navigating these resources	Mrs. Greseth will host a booth providing parents with valuable information on resilience. Additionally, a dedicated booth staffed by office personnel will offer assistance with Skyward login issues. Staff members

	effectively.	will also be available to help parents connect to Rooms, facilitating effective communication with their child's teacher.
Summer Resources	Opportunity for families to explore a variety of tools and programs they can use at home to support their student's learning throughout the summer. During the event, parents will learn about educational resources, activities, and strategies designed to keep students engaged and help prevent summer learning loss.	This event empowers families to actively participate in their child's academic growth beyond the school year. Families receive login information to easily access online educational tools and programs from home. Additionally, students have the opportunity to select a few books to take home, each accompanied by lesson plans and activities designed to reinforce comprehension and engagement.
New Worlds Reading	Hosted at the school to celebrate reading and inspire a love of books among students and families. The evening features engaging activities, book giveaways, and opportunities for families to explore new reading materials together. It's a fun and welcoming way to encourage literacy and foster a strong connection between home and school.	Offers parents valuable benefits by providing tools and resources to support their child's reading development. It helps parents discover new books and strategies to engage their children in literacy activities at home. The event also strengthens the connection between families and the school, empowering parents to take an active role in their child's learning journey.
Winterfest	Academically focused event hosted at the school that celebrates holidays from around the world. Through interactive activities, displays, and lessons, students and families explore diverse cultural traditions while engaging in learning experiences related to geography, history, and language arts. This festive event encourages cultural awareness and enriches students' understanding of global celebrations during the holiday season.	Providing an opportunity to learn about diverse cultures and holiday traditions alongside their children. It equips families with knowledge and resources to continue cultural learning at home, fostering a broader understanding and appreciation of global diversity. Additionally, it strengthens the partnership between parents and the school by engaging them in meaningful educational experiences.

**Seminole Elementary School** shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using

technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement. [Section 1116(e)(2)]

22	Name of Activity	Resources planned to assist parents	Actions planned to assist parents
	Title I Annual Meeting (Virtual)	Information will be provided on grade level curriculum, programs, and activities, as well as grade-level standards.	Information, tools and strategies will be shared that families can use at home and in the community to accelerate student learning.
	Summer Resources	Information will be provided on programs and online resources that families can use over the summer to support their child's learning and help prevent the summer slide. Each student will receive take-home materials designed to assist parents in reinforcing reading and/or math skills. These resources will be purchased from either Just Right Reading or Hand2Mind.	Administration will collaborate with the instructional coach to develop resources for parents on how to support their child's learning at home over the summer. These materials will be sent home with each student, with a particular focus on supporting students in grades K-2, as well as those identified as ESE or ELL.
	New World Reads	Hosted at the school to celebrate reading and inspire a love of books among students and families. The evening features engaging activities, book giveaways, and opportunities for families to explore new reading materials together. It's a fun and welcoming way to encourage literacy and foster a strong connection between home and school.	Offers parents valuable benefits by providing tools and resources to support their child's reading development. It helps parents discover new books and strategies to engage their children in literacy activities at home. The event also strengthens the connection between families and the school, empowering parents to take an active role in their child's learning journey.
	SAC/PTO	Handouts and take home information specific to academic programs and curriculum	Administrators will share information, tools and strategies that families can use at home to accelerate student learning.
	Kindergarten Round Up/Pre-K Round Up	Parents will receive handouts and take-home materials focused on academic programs and curriculum. Specific guidance will be provided on the Kindergarten Report Card, including strategies to help support their child's progress over the summer months.	Teachers share grade-level information, along with tools and strategies that families can use at home to support and accelerate student learning. Parents will receive materials such as index cards and a copy of the Kindergarten Report Card to help them create flashcards and

		other resources for their child to practice key skills at home.
Open House	Information will be provided on classroom routines/procedures, grade-level standards, and on the grade level curriculum	Teachers share grade level information, tools and strategies that families can use at home and in the community to accelerate student learning.
Academic Academic Parent-Teacher Teams (APTT) (Virtual with 1:1 conferences as requested by parents)	Families and teachers work together to ensure that students achieve success in school and home. Teachers provide handouts and take home information specific to each students academic progress	Teachers will share grade level information, tools and strategies that families can use at home to accelerate student learning.

**Seminole Elementary School** shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. [Section 1116(e)(3)]

23	Name of Activity	List activities planned (such as book studies, PLCs focusing on family engagement, on-site PD, training venues)	Describe the role of parents when developing training sessions
	Teacher PD	New Online Platforms Training, FIN, Khan Kids, WICOR, STEMscopes, etc.	Parents will be informed in SAC/PTO of the training and how the focus of the training supports their child's academic and social/emotional learning.
	Teacher Spotlight	Information on effective strategies for communicating with parents will be embedded within our weekly Spotlight for teachers and staff	Parents will be informed in SAC/PTO of the training and how the focus of the training supports their child's academic and social/emotional learning.

**Seminole Elementary School** shall to the extent feasible and appropriate, coordinate and integrate family engagement programs and activities that teach parents how to help their children at home, including but not limited to, other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. [Section 1116(e)(4)]

24	Name of Program	List examples of coordination and integration with other programs (examples of coordination)
	Individuals with Disabilities Education Act (IDEA)	Supplemental instruction provided by the school will be discussed with parents during the development of the students' IEP
	Title I, Part C	Migrant Advocates - Services include translation, home visits, referrals to outside agencies, ensuring parents attend all school based family engagement and academic progress meetings
	Title IV, Part A	Educational field trips for grades 2–5 will be offered to enrich students' learning experiences and deepen their connections to science and social studies standards. Additionally, books will be purchased for the library for students to take home, encouraging family involvement and shared reading opportunities.

**Seminole Elementary School** shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. [Section 1116(e)(5)]

25	<b>How will your school share information in a format and language that parents and families can understand?</b>	Seminole Elementary School will make the Parent and Family Engagement Plan (PFEP) available to parents in both English and Spanish on the school's website. A hard copy of the PFEP will be available in the front office and can be copied upon parent request. Additionally, a digital copy in both languages will be linked in our Weekly Parent Newsletters to ensure ongoing accessibility. Upon request, a translator will be made available at parent meetings and in the school office to provide translation services, ensuring parents can fully participate. American Sign Language (ASL) translation services will also be provided upon parent request.
----	--	--

26	<b>What languages are spoken by the families and students in your school?</b>	English and Spanish Primarily.
----	---	--------------------------------

**Seminole Elementary School** shall provide such other reasonable support for family engagement activities as parents may request. [Section 1116(e)(14)]

27	Name of the Family Engagement Program or Service	Describe the PFE programs or services provided by the school or frequently requested by parents and families (such as: high school equivalency programs, English classes, access to computers)
	Interpreters	Will be provided at meetings and activities; Webinars will be presented in Spanish.
	Smore	Smore is the online platform used to create our Seminole Weekly Parent Newsletter. Seminole purchases a subscription package that enables the newsletter to be instantly translated into any language needed by parents with the click of a button, ensuring accessibility for all families.

**Barriers**

Identify barriers that hindered the participation and involvement of parents and family members during the 2024-2025 school year (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). Then, describe the steps that will be taken during the 2025-2026 school year.

28	Barrier	Steps to Overcome the Barrier
	Transportation	Utilizing technology (i.e., Zoom, Google Meets, etc) to meet with parents
	Time Activities are Offered	Provide virtual options, also move meetings to begin later in the evening.
	Language	Provide information in English and Spanish. Our newsletter can instantly be translated into any language for parents.

**Title I Family Engagement Survey Results**

Using your 2024-2025 Title I Family Engagement survey results located in the Spring Climate Survey, choose a minimum of two (2) questions to address during the upcoming school year.

29	Topic	Question #	Actions, Activities, and Evidence of Effectiveness
	Communication	22	<p><b>Action:</b> Information will be shared through multiple platforms, including our school marquee, Facebook, and Apptegy. Apptegy allows us to send notifications directly through the app as well as via text message. According to survey results, parents prefer receiving information through phone calls or text messages. While the app supports this partially, we plan to increase the use of SMS text messaging in the upcoming school year. In addition, administration will encourage teachers to make more personal phone calls to families. All parent communication will be documented in the new platform that will replace Branching Minds.</p> <p><b>Evidence:</b> Increased community participation will be reflected in meeting attendance records. Engagement data, such as how many individuals access information, can also be tracked through our digital newsletter analytics.</p>
	Informational Programs	23	<p>Parents have expressed the greatest interest in receiving information on how to support their child’s transition between grade levels, how to help their child succeed on state assessments, and how to navigate key platforms such as Skyward and Google Classroom.</p> <p><b>Action:</b> To address these needs, we will embed helpful tips and resources related to reading support and state testing strategies within the Seminole Weekly Parent Newsletter. We have also observed that parents are most engaged with videos embedded in the newsletter, so we will increase the use of video content to share important information in an accessible and user-friendly format. Additionally, upcoming school events like Winterfest and Spooktacular will feature informational booths where families can receive hands-on help with accessing Skyward and setting up the District App on their devices.</p> <p><b>Evidence:</b> Engagement will be measured by tracking the number of individuals who click on resource links and videos within the newsletter, helping us gauge interest and adjust future content accordingly.</p>

---

## Evidence of Parent & Family Input in the Development of the Plan

Upload Parent-School Compact to your school FE Folder.

Upload Evidence of Parent Involvement in Development of Parent-School Compact to your school FE Folder.

Upload Family Engagement meeting sign-in sheets, agendas, minutes, invitations to parents, etc. to your school FE Folder.

- ★ **Note:** As a component of the school-level family engagement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.
- ★ Compacts must be discussed and signed during parent-teacher conferences (**only applies to elementary**).
- ★ Compacts must be signed by all parties (**applies to elementary, middle and high**).