

Seminole Middle School School-Level Parent and Family Engagement Plan (PFEP) 2024-2025

Mission Statement

Seminole Middle School strives to empower all students to achieve their highest potential and become productive community members.

Engagement of Parents and Families

Seminole will engage parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of programs in 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's program is exempt from statutory or regulatory provisions, the school may use that process, if such process includes an adequate representation of parents of participating children [Sections 1116(c)(3), 1114(b)(2), and 1116(a)(2)(B)].

The school will involve parents in the planning, review, and improvement of Title 1 programs including how funds are spent through discussion at the SAC and PTA meetings. Parent Involvement Plan expenditures and will continue with follow-up and modifications, as needed at all monthly SAC and PTA meetings. Parents will be invited and encouraged to become active members of the School Advisory Council (SAC). At the SAC meetings, parents will be provided information regarding the school's Title I allocation (inclusive of professional development and parent involvement allotments). Parents will be allowed to provide input in the development and decision-making process of all Title I activities related to the school. An annual evaluation will be conducted using surveys completed by parents, staff, and the students. The results will be analyzed to evaluate the effectiveness of the school's parent and family involvement program

Coordination and Integration

Seminole will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start; Early Reading First; Even Start; Home Instruction Programs for Preschool Youngsters (HIPHY); the Parents as Teachers Program; Voluntary Pre-Kindergarten; public preschool; Title I, Part C; Title I, Part D; Title III; Title IV; and Title VI [Section 1116(e)(4)].

Count	Program	Coordination
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1	Title I Family Curriculum Nights by Subject Area and Parent Universities	Academic teacher and student presentations in Math, Reading, Science, Language Arts, Social Studies Departments coordinate monthly programs that include presentations of what is being taught in the classrooms, demonstrations of how to support and accomplish specific subject area goals at home and provide resources (online and hardcopy) for parents to use at home. Title I nights are scheduled for September, October, January, February, and April. Multiple languages are used for communication and resources.
2	Student Planners	Planners help with communication between parents and the school about activities taking place at school and used to promote goal setting and organization skills. Help parents keep up to date with homework and class activities.
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Annual Parent Meeting

Seminole will take the following actions to convene an annual meeting, to which all parents and guardians of participating children shall be invited and encouraged to attend, to inform parents and guardians of their school's participation under this part and to explain the requirements of this part, and the right of the parents and guardians engaged. Include the specific activity and/or activities, frequency and duration, evidence-based research on effective implementation and maintain documentation, ensuring that all parents and guardians are invited and encouraged to attend [Section 1116(c)(1)].

Specific Activity	Frequency and Duration	Evidence-Based Research	Evaluation of Implementation and Effectiveness
Title I Open House	September 2024	Thierry, K., Arellano, M., Norris, K., Bryant, H., & Nobles, S. (2018, August 27). ASCD Express 10.24 - Fueling Engagement Within and Between Families. Retrieved from http://www.ascd.org/ascd-express/vol10/1024-thierry.aspx	Agenda, Sign-In sheets, Flyer, Newsletter, Website

SAC Meetings	Monthly	Valras, L. (2017, September 28). ASCD Express 13.02 - Organizing Your Most Powerful Allies. Retrieved from http://www.ascd.org/ascd-express/vol13/1302-varlas.aspx .	Sign-In sheets, Agenda, Minutes

Flexible Parent Meetings

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

Parent meetings will be held at 7:10 a.m. for SAC/SAF. PTA meetings are held at 8:15 a.m. Parent programs, which include activities and Title I updates and informational presentations will be held in the evenings at 6:30 p.m. and other flexible times. Seminole Middle School will schedule meetings to be held at various times during the day or evenings to better accommodate parents. Our school will hold an orientation for parents at all grade levels to inform them about the school’s participations in the Title I Program and to encourage parents to be involved with reviewing and revising the school’s Title I plan. Teachers will hold conferences individually with parents of children in their classrooms or in the School Counseling office. Parents will be given a summary of their child’s test scores and an explanation of the interventions that teachers are using to assist their child in reaching achievement goals. In addition, parents will be asked to engage in discussion of how they can support these efforts. Parents will also be given explanations of homework and grading procedures. The school will offer parents a special workshop each year to provide an explanation of statewide assessment systems, standards, and other accountability measures. Lastly, the School-Parent Compact will be addressed and reviewed during parent/teacher conferences.

Building Capacity

Seminole will implement activities that will build the capacity for effective involvement of parents and to support a partnership among the school involved, parents and the community to improve student academic achievement, each school and local educational agency assisted under this part – [Section 1116(e)]. Describe the actions the school will take to provide materials and training to help parents to work with their child to improve their child’s academic achievement, such as literacy training and using technology [Section 1116(e)(2)].

Specific Activity	Frequency and Duration	Evidence-Based Research	Evaluation of Implementation and Effectiveness
Academic parent night presentations	Monthly meetings September, October, January, February, March	Flyer, Agendas, Sign-In Sheets, Parent Surveys Each event is for a specific subject area. Parents are presented with data from the state that shows areas of weakness.	After ESSA Act replaced NCLB the focus is shifted from parent involvement to parent engagement (Waterford.org 2019)
ELOs	October – April	Sign – In sheets Areas of weaknesses will be identified through the schools’ progress monitoring tool, and teachers will address those weaknesses during the ELOs, utilizing district-approved research-based programs. Progress monitoring	According to Saskia Trail 2017 in Evidence for Afterschool and Expanded Learning these programs help students do better in schools.
Communication via quarterly newsletter, flyers, marquee, and school website	All year	Parent Survey	According to Research Gate (2018) an evidence based strategy that will improve parent support for language communication is using parents as community partners
School Counseling conferences	All year	Parent Surveys	According to John Levy (2018) School counseling plays an integral role in the growth and development of students
Community Partnerships that provide students the opportunity to perform, participate, etc., and that aid in sponsoring programs and mentoring	All year	Field Trip packets, partnership database, agendas from programs, and mentor lists.	Epstein in Understanding school, family and Community Partnerships believes that student achievement is increased when administration ensures that they are matching rhetoric with practice and facilitate positive community

			partnerships with high participation.
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Staff Training

Seminole will offer the following training to educate teachers, specialized instructional support personnel, principals, 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 schools [Section 1116(e)(3)].

Specific Activity	Frequency and Duration	Evidence-Based Research	Evaluation of Implementation and Effectiveness
School Counseling presentation to faculty and staff regarding conferencing, cultural sensitivity, and diversity.	August (during pre-planning week)	Agendas, sign-In sheets, minutes	According to Mandalinn (2018) Cultural relevant teaching works and there is a connection between teacher and student perceptions of teacher cultural sensitivity and student achievement

Other Activities

Seminole will develop appropriate roles for community-based organizations and businesses in parent involvement activities; and conduct other activities, such as parent resource centers, the school will conduct these activities to encourage and support parent participation in the education of their children; and shall provide such other reasonable support for parental involvement activities under this section as parents may request [Sections 1116(e)(4), 1116(e)(13) and 1116(e)(14)].

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Communication

Seminole will provide parents of participating children the following [Section 1116(c)(4)]:

- Timely information about programs under this part [Section 1116(c)(4)(A)];
- 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 standard; and [Section 1116(c)(4)(B)];

- *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)(C)]; and*
- *If the school-wide 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 education agency [Section 1116(c)(5)].*

Seminole Middle School will provide information about Title 1 programs in a timely manner, using various methods of communication (newsletter, website, meetings, and flyers). Information about Title 1 programs, academic programs, Florida State Standards, grade level expectations, and forms of academic assessment will be shared with parents during the annual Open House/Title 1 Informational Meeting, parent conferences, and any other time a parent requests such information. Classroom teachers will explain and discuss the school's curriculum and types of assessments used to measure student progress during Open House. Title 1 teachers and administration will explain Title 1 programs and opportunities at the annual Title 1 Public Meeting. Parents will be given the opportunity to ask questions to help in their understanding of all items discussed at the annual Title 1 Public Meeting. FSA Assessment data will be shared through the school newsletter and on the school website

Accessibility

Seminole will provide full opportunities for participation in parental involvement activities for all parents and family members (including parents and family members with limited English proficiency, disabilities, and parents and family members of migratory children). Including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand [Section 1116(f)].

Seminole Middle School will provide parents with ongoing resources and updated information online through the school website, in the quarterly newsletters, and on teacher resource pages. The school will also provide training in academic areas at department curriculum nights.

School-Parent Compact

As a component of the school-level parent involvement plan, each school shall jointly develop, with parents for all children served under this part, a school-parent compact, that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement [Section 1116(d)].

Provide the LEA electronically the School-Parent Compact and evidence of parent input in the development of the compact.

Adoption

This School Parent Involvement Plan has been developed jointly with, and in agreement with, parents of children participating in Title I, Part A programs, as evidenced by the School Advisory Council’s meeting minutes.

This plan was adopted by the school on 3/7/2025 and will be in effect during the 2025-2026 school year. The school will make this plan available to all parents of participating Title I, Part A children on or before September 30, 2025.

Signature of Principal

Date

SAC Chairperson

Date