

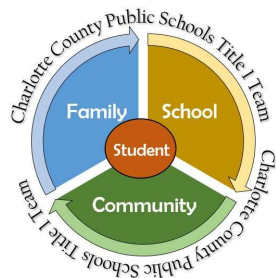
School Improvement and Parent & Family Engagement Plan

2021-2022

Meadow Park Elementary

Approval Date:	Mid Year Review Date:	End of Year Review Date:


----- TITLE I TEAM USE ONLY -----



INSTRUCTIONS


1. Complete the following sections of the Parent & Family Engagement Plan (PFEP).
2. To be considered *complete* each section needs to have all the components included.

DISSEMINATION OF PFEP AND SCHOOL/FAMILY COMPACT TO STAKEHOLDERS

 Create a document on your school letterhead that states HOW your school PFEP and Compact will be shared with families, staff, and community. Remember to include strategies for electronic sharing, hard copy sharing, and community notification for PFEP availability. Remember, a copy needs to be in both Title I binders (one found in the Front Office and the other in the Family Reading & Resource Center). **This documentation will be uploaded to Crate.**

INVOLVEMENT OF PARENTS

The school will involve the parents and families in an organized, ongoing, and timely manner, in the planning, review and improvement of Title I programs, including involvement in decision making of how funds for Title I will be used.

 Evidence of involving parents and families in planning, reviewing and improvement of Title I programs, including involvement in *decision making* of how funds for Title I will be used **will be uploaded to Crate.** Evidence can be SAC and/or PTO meetings, emails sent to and received from parents. Remember to include dates, agenda, minutes, sign-in sheets, and notes for the documentation in Crate.

ANNUAL PARENT MEETING and COMMUNICATION

The school will provide timely information about the Title I programs.

- A. Describe the specific steps the school will take to conduct the annual meeting to inform parents and families of participating children about the school's Title I program.
- B. Description and explanation of
 - a. Curriculum used at the school
 - b. Forms of academic assessment used to measure student progress

- c. Achievement levels of the Florida State Standards/Best Standards
- C. Description of the nature of the Title I program that is shared with parents.
- D. Description of how the meeting will cover school choice, and the rights of parents at the annual meeting.
- E. If parents request, the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren).
- F. The school will submit parents/families comments if the schoolwide plan is not satisfactory to the parent/family. [ESEA Section 1116]

	Annual Title I Meeting(s) Activities/Tasks	Person(s) Responsible	Timeline	Evidence of Effectiveness
A	Title 1 meeting information will be sent home on a flyer	Van/Ott	July/August	Sign in Sheets and Comments
B	Details will be shared via a school connect phone call and email to all incoming families	Elek	August	Sign in Sheets and Comments
C	Details will be posted on our website, facebook page, and school marquee.	Ott/Elek/Blake	August	Sign in Sheets and Comments
D	Title one presentation will be shared with all families in the media center.	Underwood	August	Sign in Sheets and Comments

FLEXIBLE PARENT MEETINGS

- How the school offers a flexible number of meetings, such as meetings in the morning or evening.
- How the school provides, with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement. [ESEA Section 1116]
- Virtual participation and/or recorded meetings for later viewing with the opportunity to respond.

We will continue to offer in person and virtual options for IEP, 504, TST meetings, and conferences this year. SAC and PTO meetings will also be offered in person and virtually. Students and siblings are welcome at all meetings.

BUILDING PARENT AND FAMILY CAPACITY for 21-22

- The school will implement activities that will build the capacity for meaningful parent/family engagement.
- The school will implement activities that will build relationships with the community to improve student achievement.
- The school will provide workshops and materials that empower parents/families to work with their child(ren).
- The school will provide other reasonable support for parent/family engagement activities.
- The school will support the Family Reading and Resource Center as a place of learning for families and strengthening parent advocacy skills.
- Identify the [Type of Family Engagement](#) your activity is and identify that as part of the 1st column. This will help you be aware of the types of activities you are offering.
 1. Parenting
 2. Communication
 3. Volunteering
 4. Learning at Home
 5. Decision Making
 6. Collaborating with the Community

Family Capacity Building: Content and Type of Activity	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness	Number of Attendees
PTO and SAC Meetings (2, 5, and 6)	Elek/Loge	Involving parents in school events, decision making, and fundraising. Communicating with parents about our School Improvement and Parent Engagement Plans.	Monthly	Sign in Sheets	
Fall Book Fair (4)	Colleen	Helping families get access to new reading materials	Fall 2021	Participation, Book sales	
Family Reading Center (4)	Underwood	Students receive access to take home books to stock their home libraries. Parents receive information about helping their students read at home.	Twice a week all year	Attendance, Book inventory	
Trunk or Treat	PTO	Building relationships with families and community	Oct.	Sign in Sheets and Comments	
Setting Up a Learning Environment at Home (1 and 4)	Underwood	Building capacity with parents to support their students at home and increase student achievement	Sept.	Sign in Sheets	
Community Spirit Nights (2, 3, and 6)	PTO	Building capacity with parents and the community to support and	Quarterly	Sign in Sheets, Profits from Sales	

		encourage students.			
Breakfast with Santa (3 and 6)	PTO	Building capacity with parents and the community to support and encourage students.	Dec.	Sign in Sheets and Comments	
Student-led conferences (2 and 4)	Elek	Building capacity to communicate with families and promote student progress and achievement.	Semesterly	Sign in Sheets and Comments	
Science Fair (2 and 4)	Magagnos	Building capacity to communicate with families and support and encourage students.	January	Sign in Sheets and Comments	
Escape Room Family Night (2 and 4)	Elek	Building capacity to communicate with families and support and encourage students.	March	Sign in Sheets and Comments	
MPE Carnival (3 and 6)	Ott	Building relationships with families and community	Spring 2022	Sign in Sheets, Money Collected	

BARRIERS

- Describe the barriers that hindered participation by parents during the previous school year.
- Describe the steps the school will take during the upcoming school year to overcome these barriers (with particular attention paid to parents/families who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background, or are parents /families of migratory children).

Barrier	Steps to Overcoming Barrier	Persons Responsible	Timeline
Funding	Fundraisers, increase community partners to donate items or services	Event coordinators	ongoing
Parent schedules	Varying event time to be more accessible to families	Event coordinators	ongoing
Volunteers	Planning ahead, staff input, developed social committee	Event coordinators	ongoing

BUILDING STAFF CAPACITY for PARENT & FAMILY ENGAGEMENT

- How is your school nurturing the staff's skills with Family Engagement?
- Describe the STAFF development activities the school will provide to SUPPORT the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parent/families, in the value and utility of contributions of parents/families. [ESEA Section 1116]
- Describe the STAFF development activities the school will provide to SUPPORT the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parent/families, in how to reach out to, communicate with, and work with parents/families as equal partners. [ESEA Section 1116]
- Describe the STAFF development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parent/families, in implementing and coordinating parent/family programs, and in building ties between parents/families and the school. [ESEA Section 1116]

Building Staff Development for Family Engagement: Content and Type of Activity	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
Staff Meetings	Admin	Educate staff on Remind app, Class Dojo, and effective ways to communicate with families	ongoing	Agenda, sign in sheets
Website, CANVAS PD	District PD Coordinators	Staff attended training on how to improve their websites and CANVAS courses	Summer/Fall 2021	Sign in sheets
Parent Conferences	Teachers	Communicating student progress	ongoing	Conference forms
PFEP Team	Elek	Planning family engagement events	Quarterly	Event Comments and Title One Family Survey
AFA Meetings	Underwood	Training on family learning labs and Family Center ideas	monthly	Event Sign in Sheets and Comments

FAMILY SURVEY

Using your school survey results, choose areas to address this coming school year.

TOPIC: Academic Support
QUESTION: My child's teacher and school give me useful information about ways to improve my child's progress

ACTIONS and ACTIVITIES	Person(s) Responsible	What needs to be completed?	Timeline	Evidence of Effectiveness
Ways to help kids at home	Underwood	Learning Labs	Quarterly	Sign in sheets and flyers
Student-led Conferences	Elek	Schedules, Activities, Leadership Notebooks	Semesterly	Sign in Sheets and Comments
IEP, 504, and TST Meetings	Core Team	Meet with parents to share ideas to help students	ongoing	Sign in Sheets, Meeting Minutes
School Newsletter articles	Jaekel	Share resources with families to help students at home	quarterly	Comments

TOPIC:
Question:

ACTIONS and ACTIVITIES	Person(s) Responsible	What needs to be completed?	Timeline	Evidence of Effectiveness

TOPIC:
Question:

ACTIONS and ACTIVITIES	Person(s) Responsible	What needs to be completed?	Timeline	Evidence of Effectiveness

COMMUNICATION

- The school will provide timely information about the Title I programs.
- The school will describe and explain the curriculum at the school, the forms of assessment used to measure student progress and the achievement levels students are expected to obtain.
- If parents request, the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren).

- The school will submit parents/families comments if the schoolwide plan is not satisfactory to the parent/family. [ESEA Section 1116]

Describe how the school will provide regular, **two-way**, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

MPE will use School Messenger, SAC meetings, Facebook, parent conferences, Class Dojo, and Remind texts as ways to effectively communicate with families.

ACCESSIBILITY

- Describe how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families.
- Describe how the school will share information related to school and parent/family programs, meetings, school reports, and other activities in an understandable, uniform format, and in languages that the parents/families can understand.

“to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with 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.” [ESEA Section 1116]

MPE will use School Messenger, SAC meetings, Facebook, the school web page, the annual Title I meeting, flyers, school calendar/newsletter, Class Dojo, and Remind texts as ways to effectively communicate with families. Translators are available to families upon request.

PFEP & Parent/School Compact MID YEAR REVIEW 2021-2022

TO BE COMPLETED IN JANUARY [MARK IT ON YOUR CALENDAR ;\)](#)

DATE:

ATTENDEES & ROLES

TAMI TECH: TEACHER

PAPA PAUL: PARENT

ABBY ACTION: ADMIN

AGENDA

Remember to take notes and to label **P** for parent/family, **T** for teacher, & **A** for Admin, **C** for community partner

2021-2022 PFEP Mid-Year REVIEW

1. UPDATES
 - Successes
 -
 - Challenges
 -
 - Add data to PFEP tables
2. NEW IDEAS
 -
3. THOUGHTS FOR 2022-2023 PFEP
 -

COMPACT NOTES

4. UPDATES

-

NEW IDEAS

-

NOTES (remember to take notes and to label P for parent/family, T for teacher & staff, & A for Admin, C for community partner, S for student)

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ACTION ITEMS

1.