



MPES 2023-2024
**School Improvement &
Parent and Family
Engagement Plan**

School: Meadow Park Elementary

Principal: Lauren Elek

INSTRUCTIONS

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

1. Assurances
 - € Original Signature
 - € Uploaded to Crate
2. Needs Assessment
3. Family Survey
4. Involvement of Parents
5. Annual Parent Meeting and Communication
6. Flexible Parent Meetings
7. Building Capacity of Families
8. Building Staff Capacity for Parent and Family Engagement
9. Communication
10. Barriers
11. Dissemination of PFEP & School/Family Compact to Stakeholders

ASSURANCES

This page will require an original signature and submission to the District. Print this page, sign, and upload to Crate.

I, [enter name of Principal/School Administrator], do hereby certify that all facts, figures, and representations made in this Federal Parent and Family Engagement Plan 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 local, 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 project, where prohibited.

- € The school will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in 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 under section 1114(b)(2) [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)].

 Signature of Principal

 Print Name

 Date

NEEDS ASSESSMENT

The Needs Assessment is the foundation of the Parent and Family Engagement plan. When meeting with parents and stakeholders, data from the needs assessment process provides previous year and trend data that can be used to make decisions about plan implementation for the upcoming year. That way decisions are not arbitrary but data-driven and purposeful.

PREVIOUS YEAR FINANCIAL AND PROGRAMMATIC OUTCOMES

Fiscal overview from the Previous Fiscal Year *(this section is not required for new Title I schools)*

Total Parent and Family Allocation from the Previous Year	Total Funds Expended	Total Funds Remaining
\$	\$	\$
If funds remained at the end of the year, explain why funds weren't fully expended and how parents will be engaged to plan for funds to be fully expended during the current plan year.		

FAMILY SURVEY

Using your school survey results, choose areas to address this coming school year. Please prioritize up to 3 Areas for Improvement.

TOPIC: Scheduling Events				
Question:				
ACTIONS and ACTIVITIES	Person(s) Responsible	Tasks to be completed?	Timeline	Evidence of Effectiveness
Staggering events to meet various times	Underwood and Admin	Schedule as needed	On going	Survey at EOY
TOPIC:				
Question:				
ACTIONS and ACTIVITIES	Person(s) Responsible	Tasks to be completed?	Timeline	Evidence of Effectiveness

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.

<p>How will the school 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 [ESEA Section 1116]?</p> <p>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)]</p>	<p><i>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.</i></p> <p>Response: Monthly PTO and SAC meetings in person and virtual, PFEP committee including parents and staff, Sign-in sheets are available for Parent Involvement events.</p>
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ANNUAL PARENT MEETING and COMMUNICATION

The school will provide timely information about the Title I programs. The Annual Parent Meeting is required and must be a separate meeting with an invitation, agenda, and sign-in sheet.

<p>Describe how the school will conduct the annual meeting to inform parents and families of participating children about the school's Title I program <i>[ESEA Section 1116]</i>.</p>	<p>Response:</p> <p>During our back to school curriculum teachers, all teachers shared the Title I information with families via a powerpoint. A copy of the presentation is posted on the MPES website.</p>
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FLEXIBLE PARENT MEETINGS

How will the school offer a flexible number of meetings, such as meeting in the morning or evening?

How will the school provide, with Title I funds, transportation, childcare or home visits, as such services relate to parent and family engagement [ESEA Section 1116]?

Response:

The majority of meetings involving parents, they can be in person, by phone, or virtually. When parents are requested to meet with the school, they are offered each of these options.

BUILDING CAPACITY OF FAMILIES

The school will implement activities that build the capacity of families to engage in meaningful partnerships to improve student achievement.

How will the school implement activities that will build:

- the capacity for meaningful parent/family engagement?
 - relationships with the community to improve student achievement?
- [ESEA Section 1116]

Response:

The table below outlines the specific capacity-building activities and events.

Name and Description of Activity/Event	Person(s) Responsible	What will parents learn that will have a measurable, anticipated impact on student achievement	Timeline	Evidence of Effectiveness
Family Center	Underwood	Students receive access to free books to stock their home libraries. Parents receive access to resources on how to help their child at home.	Twice a week - all year long	Attendance and Book Inventories
PTO and SAC meetings	Elek/Brown	Involving parents in school events, decision making, and fundraising. Communicating with parents about our School Improvement and Parent Engagement Plans.	Monthly	Attendance Sheets
Book Fairs (one in Fall and one in Spring)	Colleen	Helping families get access to new reading materials	Twice a year	Book Sales and Attendance
Friendsgiving Fall Festival	PTO	Building relationships with families and the community	Nov. 2023	Feedback from families

	Title One Parent Workshops	Underwood	Provide parents with resources to support their child at home	Quarterly	Attendance and surveys
	Community Spirit Nights	PTO	Building capacity with community and parents to support and encourage students	Quarterly	Profits from sales
	BOY expectation meetings	Classroom Teachers	Informing families about standards and expectations for their child	September 2023	Sign in Sheets and Surveys
	Breakfast with Santa	PFEP and PTO	Building capacity with parents and the community to support and encourage students.	Dec 2023	Attendance and Feedback from families
	Science Fair	Magagnos	Promoting student work and building relationships with families	Jan. 2024	Sign in sheets and student displays
	Publix Math Night	Underwood	Family fun event to show how math is all around us	Spring 2024	Sign in sheets and surveys
	Spring Carnival	PTO	Building relationships with families and community	Spring 2024	Sign in sheets, surveys, and profits from the event

BUILDING STAFF CAPACITY for PARENT & FAMILY ENGAGEMENT

The school will implement activities that build the capacity of staff to engage in meaningful partnerships with families to improve student achievement.

<p>How is your school nurturing the staff's capacity in Family Engagement?</p> <p>Describe the <u>STAFF development activities</u> the school will provide to SUPPORT all school personnel:</p> <ul style="list-style-type: none"> ● In the value of contributions of parents and families. ● In how to work with parents and families as equal partners. ● in building ties between parents and families and the school. <p>[ESEA Section 1116]</p>	<p>Response:</p> <p><i>The table below outlines the specific capacity-building activities and events.</i></p>					
		<p>Name and Description of Activity/Event</p>	<p>Person(s) Responsible</p>	<p>What will staff learn that will have a measurable, anticipated impact on parent and family engagement?</p>	<p>Timeline</p>	<p>Evidence of Effectiveness</p>
		<p>Staff Meetings</p>	<p>Admin</p>	<p>Educating staff members on the Family Center and the responsibilities of the AFA</p>	<p>ongoing</p>	<p>Agenda and meeting notes</p>
		<p>Website, CANVAS PD</p>	<p>District PD Coordinators</p>	<p>Staff attended training on how to improve</p>	<p>Summer/Fall 23-24</p>	<p>Sign in sheets</p>

			their websites and CANVAS courses		
	Parent Conferences	Teachers	Communicating student progress	ongoing	Conference forms
	PFEP Team	Probst	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

COMMUNICATION

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

Include:

- Timely information about the Title I programs
- Curriculum, forms of assessment used to measure student progress and the grade level expectations/achievement levels
- Individual student progress
- Qualifications of staff
 - Opportunities to participate, as appropriate, in decisions relating to the education

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

of their child(ren) <ul style="list-style-type: none"> Opportunities for input in the schoolwide plan [ESEA Section 1116] 	
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BARRIERS

Describe the barriers that hindered participation of 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 in the following subgroups: economically disadvantaged, disabled, limited English proficiency, limited literacy.	Response:			
	<i>__Admin and Underwood_ identified the following barriers to family engagement during the last school year:</i>			
	Barrier	Steps to Overcoming Barrier	Persons Responsible	Timeline
	Time / Days	Varying Times, offer virtual	Admin/AFA	On going
Lack of Childcare	School aged kids child care available	Admin/AFA - H.S. Tutors	On going	

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.**

PFEP & Parent/School Compact Beginning YEAR REVIEW

ATTENDEES & ROLES

AGENDA Remember to take notes and to label **P** for parent/family, **T** for teacher, & **A** for

Admin, **C** for community partner

PFEP BOY Agenda

9/12/23

3:15pm

1. **Reminder about “Foundations of Family Engagement” training at PDC
September 26 & 27 12:30-3:30
Complete leave form and enter into Smartfind**
2. **Brainstorm based on PFEP from 2022-2023 school year
Successes?
Improvements?
Additions?**
 1. **How can staff be engaged with families in ways other than conferences, Dojo, etc.?
PFEP BOY Minutes
9/12/23
3:15PM**

1. Discussed the upcoming training at the PDC. The following will be in attendance:

Nicole Moon - P

J.R. Probst - A

Colleen Fodness - T

Michelle Underwood - AFA

2. Discussed successes, improvements, additions to family engagement activities.

- Successes: Earth Day event, STEM night, Math & Movement night
- Additions: Bring back Publix Math Night (J.R. will assist), AR test night with parents, Book
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- Tasting event
- Improvements: Get PTO to help at events for more adult volunteers, Use Sprinkles to advertise upcoming events at drop-off and PPU, put posters/signs in drop off areas, offer food in to-go bags for end of event

3. How can we get staff engaged with families at fun academic events?

- Raffle off a prize for staff who volunteer
- Incentivize with admin. Recognition
- Ask action teams to assist at events related to their subject area

4. Closed meeting at 3:40pm with a TBA on next meeting depending on training at the end of September

2.

3.

PFEP & Parent/School Compact Mid-YEAR REVIEW

DATE:

ATTENDEES & ROLES

AGENDA

COMPACT NOTES

5. UPDATES

NEW IDEAS

ACTION ITEMS

SIGN-IN SHEET

Event:		Meeting Date:	
School:		Place/Room:	

Name	Role (Please check one)	Position	Signature
	<input type="checkbox"/> Staff <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Community Member		
	<input type="checkbox"/> Staff <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Community Member		
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