

**2024-2025**

**School Improvement &  
Parent and Family  
Engagement Plan**

**School: Meadow Park Elementary**

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**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, Lauren Elek, 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

Lauren Elek

Print Name

11.4.24

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
\$3816.00	\$2394.75	\$1421.25
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.	<b><i>The approval requirements had been updated, preventing the previous AFA from using the funds for decorations and other materials she had originally budgeted for with the remaining balance. Consequently, she missed the deadline for ordering a substitute for the materials she couldn't procure. To address this, the PFEP team, which includes parents on the committee, will convene before the deadline to discuss how to effectively utilize the available funds.</i></b>	

## FAMILY SURVEY

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

### TOPIC: Communication

**Question: How can we more effectively communicate with families and increase engagement?**

ACTIONS and ACTIVITIES	Person(s) Responsible	Tasks to be completed?	Timeline	Evidence of Effectiveness
Sunday phone calls, Remind App, Flyers, Phone calls the night before events	AFA, Admin, Teachers	Flyers- AFA Phone Calls- Admin Remind- Admin/Teachers	Calls-Weekly Flyers- As Needed Remind- Weekly	Positive feedback from families, higher involvement at school events.

### TOPIC: Technology

**Question: How can we assist and help families navigate Classlink & Parent Focus Accounts?**

ACTIONS and ACTIVITIES	Person(s) Responsible	Tasks to be completed?	Timeline	Evidence of Effectiveness
Host workshops to help families navigate school technology	AFA, Admin, MPE Staff	Surveying parents for topics, create a presentation with an activity to do after.	4 times a year	Parent Surveys show which workshops they enjoyed more than the others.

### TOPIC: Resources

**Question: Do you know that MPE is a Title I School? Do you know that MPE has a resource center?**

ACTIONS and ACTIVITIES	Person(s) Responsible	Tasks to be completed?	Timeline	Evidence of Effectiveness
Social Media, School Website, Marquee, Flyers, Remind App	AFA, Admin, MPE Staff	Posting all important information Social Media-Admin School Website- Ms. Bishop Remind App-Admin & Teacher	Continuously throughout 24-25 SYR	Increase in Attendance, Feedback on Title I Survey

## INVOLVEMENT OF PARENTS

Meadow Park Elementary 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.

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]?

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)]

*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.*

Response:

***We will engage parents through our School Advisory Council (SAC), Parent-Teacher Organization (PTO), and Parent & Family Engagement Plan (PFEP) meetings. Both the SAC and PTO convene once a month, while the PFEP meets three times a year. These meetings will provide stakeholders with valuable information and opportunities to offer input, feedback, and discuss the utilization of Title I funds.***

## ANNUAL PARENT MEETING and COMMUNICATION

Meadow Park Elementary 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.

Describe how the school will conduct the annual meeting to inform parents and families of participating children about the school's Title I program [ESEA Section 1116].

Response:

***Meadow Park held its annual Parent Meeting on August 19th for Kindergarten and First Grade, August 21st for Second and Third Grade, and August 22nd for Fourth and Fifth Grade. All meetings took place in the students' homeroom classrooms. During these sessions, teachers presented a PowerPoint about the upcoming curriculum, the Title I program, and various events hosted by Meadow Park Elementary (MPE).***

## 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:

*At the initial meeting of the year, SAC, PTO, and PFEP members voted on preferred meeting times. SAC and PTO members opted for evening meetings once a month, while the PFEP chose to meet during school hours. Additionally, Parent-Teacher Conferences are offered at various times throughout the day, allowing parents to schedule meetings that best fit their availability with their child's homeroom teacher. Parents also have the flexibility to choose between in-person meetings or phone conferences.*



## BUILDING CAPACITY OF FAMILIES

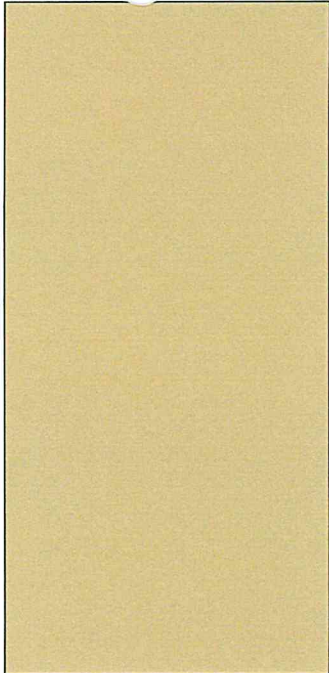
Meadow Park Elementary will implement activities that build the capacity of families to engage in meaningful partnerships to improve student achievement.

<p>How will the school implement activities that will build:</p> <ul style="list-style-type: none"> <li>the capacity for meaningful parent/family engagement?</li> <li>relationships with the community to improve student achievement?</li> </ul> <p>[ESEA Section 1116]</p>	<p><b>Response:</b></p> <p><i>The table below outlines the specific capacity-building activities and events.</i></p>				
	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 Reading & Resource Center	AFA	Access to grade level books for families to choose together and hands on learning activities	Weekly: Thursday Afternoons & Friday Mornings	Increase in participation with book checkout and events.
PTO & SAC	Admin, MPE Staff, Parents, Community Members	Parents will help implement various strategies that enhance the student's achievement in academics and supporting the overall goals of our school.	Monthly: PTO SAC	Increase in parent involvement to support their child at home socially, emotionally and academically bridging the gap between school and home.	

	Title I Annual Meeting	AFA, Admin, MPE Teachers	To gain knowledge of how MPE's Title I Resources can help support the parents and students achieve goals at school and home	August 2024	Increase of parent involvement and awareness of grade level expectations which include behavior and academics
	Book Fair	Liberian, Community Volunteers	Helping Families access to new reading materials to help expand their options of reading material at home.	October 2024 & March 2025	Book Sales, Parent feedback on the survey, the attendance of parents had slightly increased
	Student Led Conferences	AFA, MPE Teachers, Admin	Students will show their parents or what they have been learning and parents will learn what apps they use in class, so if their child falls behind or is absent, they will be able to help continue their success at home	November 26 <sup>th</sup> , 2024 & March 2025	Increase in parent involvement that leads to an increase in student's academic success.
	Workshop #1- <b>Navigating Classlink &amp; Focus</b>	Ms. Bishop, AFA	Parents will gain the knowledge of how to work the school sites so they are able to see grades, help their children access their Classlink apps so they are able to help them at home when they have down time.	November 26 <sup>th</sup> , 2024	More parents will set up and have access to their focus account.

	AR Night	AFA, Admin, Reading Coaches	They will learn how to help their child at home by learning strategies on how to ask proper questions about the book their child is reading.	November 22 <sup>nd</sup> , 2024	A boost in student Accelerated Reader percentage and words read.
	Workshop #2- <b>Fast/Star Progress</b>	Mrs. Meerman Ms. Bishop AFA	To gain a better understanding on how to break down the results of their children FAST/STAR tests when they receive them at home.	December 10 <sup>th</sup> , 2025	Increase in student test scores because the parents better understand where their struggle areas are.
	Escape Room: <b>Escape the Library Through Time</b>	AFA, Admin, MPE Staff, Community Members	Parents will learn how to problem solve with their children, learning skills that they can teach at home.	January 24 <sup>th</sup> , 2025	Increase in student comprehension and problem-solving skills.
	Science Fair	Ms. Bishop, Mrs. Amann, AFA, Admin	Parents will learn different strategies for when they help their student work through the steps of their next project. They will get feedback from teacher to help improve the skills they need to help their child at home.	February 2025	Parent feedback from previous years has shown that this event is something they really enjoy.

	Workshop #3- <b>Everyone Can Be a Scientist</b>	Ms. Bishop, Mrs. Amann AFA	Parents will learn how to engage and ask their children a series of questions that pertain to the experiment, they will be able to do the experiments and learn how to better understand the ways to ask the questions to their children while at home.	February 2025	An increase in students Science scores.
	Publix Math Night	AFA, Admin, MPE Staff, Community Members	Engaging families in a hands-on event to parents and students how to budget and do the math with having fun	March 2025	Students will have a better understanding of real-life math problems.
	Workshop #4- <b>Make and Take Math Games K-5</b>	Mrs. Meerman AFA	Parents will listen to the presentation to help support successful study habits at home and customize Math Games for each grade level to do at home with children	April 2025	Increase in FAST Math Scores
	Suncoast Remake Learning Days	AFA, Admin, MPE Staff, Community Members	15 Day learning festival of different learning opportunities throughout multiple counties. Learning Happens Everywhere!	April 19 – May 3, 2025	Increase in community involvement with MPE.



Kinder Readiness	AFA, Admin, Kindergarten Teachers	Welcoming new Kindergarten families, discussing Kindergarten expectations, meet and greet with MPE Staff and hand out Kindergarten Readiness Bags	March - May 2025	Build a strong family relationship with the new families
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## BUILDING STAFF CAPACITY for PARENT & FAMILY ENGAGEMENT

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

How is your school nurturing the staff's capacity in Family Engagement?

Describe the STAFF development activities the school will provide to SUPPORT all school personnel:

- 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.

[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 staff learn that will have a measurable, anticipated impact on parent and family engagement?	Timeline	Evidence of Effectiveness
Staff Conference	Admin, Teachers	The team will learn strategies and compassion for families dealing with different problems.	BY Winter Break	An increase of parent attendances at school academic events
Staff Activity During a Staff Meeting for Family Engagement	Admin, AFA	New ways for staff to have two-way communication	By Spring Break	Increase in communication logs from the teachers

## 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 of their child(ren)
- Opportunities for input in the schoolwide plan

[ESEA Section 1116]

Response:

***Meadow Park Elementary School employs a variety of communication methods to keep our families informed. We will utilize Sunday phone calls, emails, the Remind app, and students' planners to share important information. Through all of these methods parents are able to communicate back to admin and teachers with any questions or concerns.***

***At the beginning of the year, Meadow Park Elementary hosts a Title I Annual Meeting, along with family conferences and regularly scheduled School Advisory Council (SAC) meetings. These gatherings provide opportunities for families to offer input on school spending and address any concerns they may have. We also encourage families to complete the Title I Annual Survey to share their feedback, suggestions, and concerns.***

***Teachers are encouraged to conduct family conferences at least once Quarterly to discuss student progress and data, fostering strong partnerships with families. The MPE staff will make every effort to communicate in the home languages of families, utilizing translation tools for conferences, flyers, and other essential information.***

***Additionally, families will be informed about staff qualifications, opportunities to participate in decision-making processes, and ways to contribute to the Parent and Family Engagement Plan.***

## 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:**

*Meadow Park Elementary identified the following barriers to family engagement during the last school year:*

Barrier	Steps to Overcoming Barrier	Persons Responsible	Timeline
Scheduling	Schedule events on multiple days of the week giving opportunities for morning, after school, and after work hours	AFA Admin	24-25 SY
Transportation	Offering opportunities on multiple days and times during the week to help families arrange transportation to get to the events	AFA Admin	24-25 SY



## DISSEMINATION OF PFEP AND SCHOOL/FAMILY COMPACT TO STAKEHOLDERS

Describe 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 Resource Center.

Response:

***Meadow Park Elementary publishes the Parent and Family Engagement Plan (PFEP) on our website. The PFEP is offered in English, Spanish and Haitian Creole. On our social media accounts, we post links to the PFEP and screenshots to show where the document is located. A physical copy of the PFEP can be located in the Title I binder that is located in the main lobby and the Title I binder that is in the Family Reading Center located next to the Parent Resource Materials. Meadow Park sends home the MPES Compact for Success, to which parents then go over it with their child and the both sign and return to the teacher.***

# PFEP & Parent/School Compact Beginning YEAR REVIEW

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DATE: 9/24/24

## ATTENDEES & ROLES

Tracy Mazzetti- Achievement and Family Associate

John Probst- Assistant Principal

Courtney Pindjak- Teacher

Victoria Antrim- Teacher

Coleen Fodness- Teacher

Diane Roth- Parent/Guardian

## AGENDA

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

### PFEP Beginning-Year REVIEW

#### 1. UPDATES

##### 1. Successes

- Tracy Mazzetti entered the role as AFA the last week of September prepared with many ideas to do throughout the 24-25 SYR.
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## 2. Challenges

- The events are starting late this year because the position was vacant for the month of September.
- Lack of parent volunteers to help with the Family Center

## 2. THOUGHTS FOR 2024-2025 PFEP

- Escape Room
- Workshops
- Publix Math Night
- Suncoast Remake Learning Days

### i. April 19<sup>th</sup>- May 3<sup>rd</sup> 2025

1. Dip and Paint- Fruit and little snacks dipped in chocolate.
2. Talent Show

## COMPACT NOTES

### 3. UPDATES

## NEW IDEAS

## ACTION ITEMS

Calendar is drafted, need to set dates. AFA and collaborators will meet to make sure the dates don't clash with anything

# PFEP & Parent/School Compact Mid-YEAR REVIEW

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DATE:

## ATTENDEES & ROLES

### AGENDA

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

#### Mid-Year Review Reflection

1. Revisions Needed
2. Evaluation of Completed Activities
3. Budget Review
4. Ideas for NEXT YEAR

#### COMPACT NOTES

5. UPDATES

#### NEW IDEAS

#### ACTION ITEMS

*The 2024-2025 School Improvement and Parent and Family Engagement Plan (PFEP) has been jointly developed and agreed upon by stakeholders (e.g., staff, families, community members, etc.) in compliance with Title I federal funding regulations.*

**2024-2025 PFEP TEAM:**

Name	Role (Staff, Parent, Community Member etc.)
Tracy Mazzetti	Achievement and Family Associate
John Probst	Assistant Principal
Coleen Fodness	Teacher
Victoria Antrim	Teacher
Courtney Pindjak	Teacher
Diane Roth	Parent/Guardian